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THE SLOW LEARNING PROGRAM IN THE ELEMENTARY AND SECONDARY SCHOOLS.

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The curriculum guide defines its organization and use, curricular approach, and the teaching methodology for special classes of slow learners (educable mentally handicapped) in the Cincinnati Public Schools. The instructional program is build around 12 persisting life problems: health, safety, communication, citizenship, family life, social relationships, physical environment, cutlural activities, leisure, livelihood, money management, and travel. Both general and detailed learning outcomes plus suggested activities are given for four age groups (6 to 9 years, 10 to 12, 13 to 15, and 16 to 18). Use of the curricular content in daily classroom programs is illustrated by sample teaching units which employ content from several of the persisting life situations. Suggested teaching units for various subject areas are listed, and guides for organizing the daily classroom program are presented. (TS)

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in the
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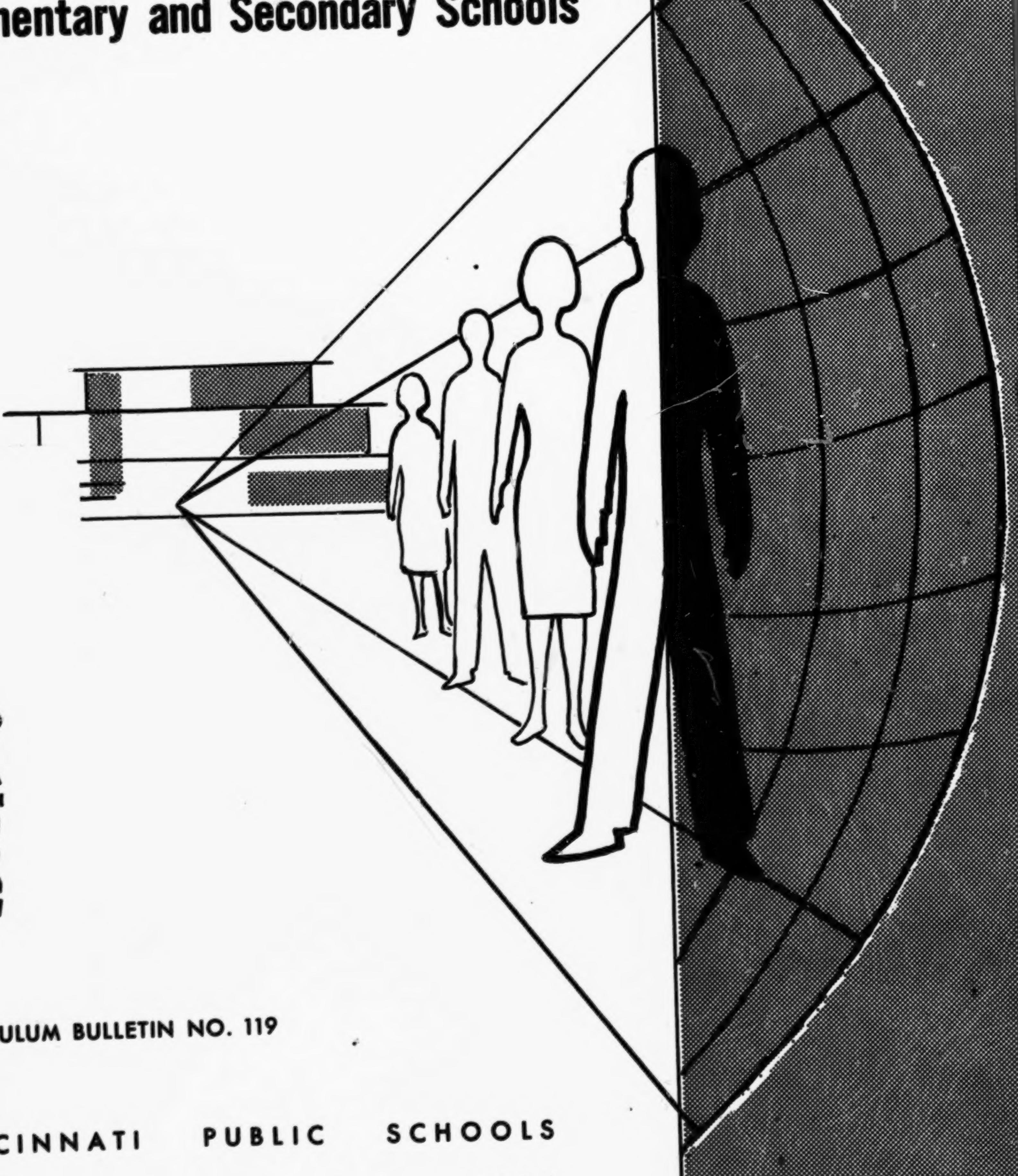

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CURRICULUM BULLETIN NO. 119

CINCINNATI PUBLIC SCHOOLS

1964

THE SLOW LEARNING PROGRAM
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Elementary and Secondary Schools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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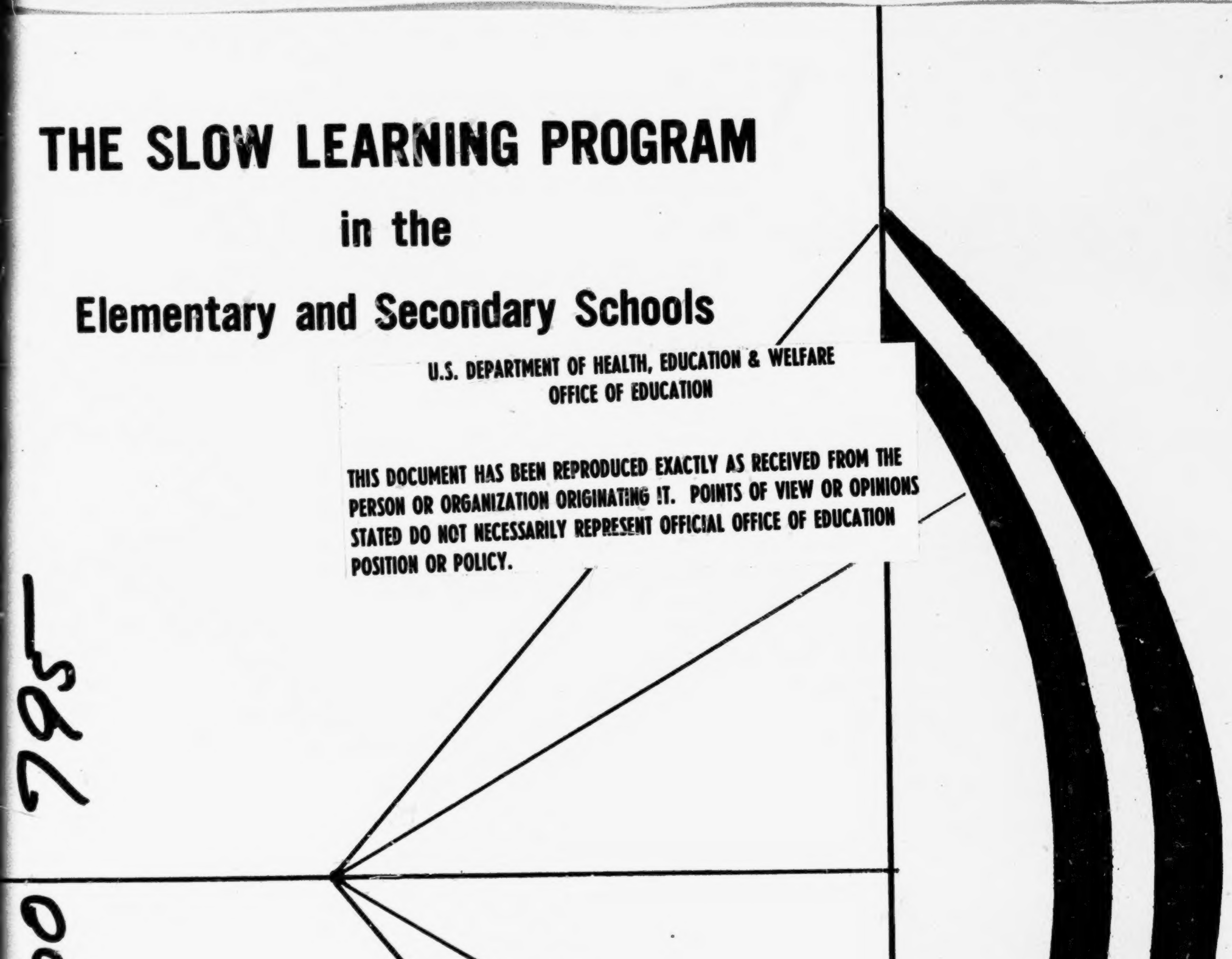

CURRICULUM BULLETIN NO. 119

CINCINNATI PUBLIC SCHOOLS
1964

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FOREWORD

The Slow Learning Program in the Elementary and Secondary Schools is an instructional bulletin for educable mentally handicapped children enrolled in special education classes. It is based on a study of the needs and characteristics of children with severe learning disabilities. The instructional program is organized around the concept of solving persisting life problems.

Our democratic heritage requires that public schools be charged with the responsibility for providing equal opportunity for education for all children. The school program for slow learning pupils is an attempt on the part of the Cincinnati Public Schools to meet this important responsibility for providing equal opportunity to a group of children whose limited ability requires the development of a modified educational program.

This bulletin is a guide to the instruction of slow learning pupils enrolled in special education classes from the primary through the senior high school grades. It is different from other instructional manuals because it is designed for children whose needs demand a departure from the traditional instructional approach. It is based on the belief that slow learning children must realize their maximum potential and become useful contributing members of society. The guide, therefore, concentrates on delineating the nature and needs of slow learners, a methodology for instructing them, and minimum goals and activities which will permit them to solve the basic problems of becoming responsible citizens in our American society.

It is important to emphasize that the uniqueness of this curriculum does not represent a mere effort to be different. In fact, every attempt was made to keep this guide for teaching slow learning children in harmony with other guides used by the Cincinnati Public Schools. It is built upon the basic goals of education and the fundamental purposes and practices set forth in a special report, "Schools and the Means of Education in Cincinnati."

The proper use of the bulletin should enable the teacher to plan an instructional program which will develop important habits, attitudes, and understandings which will help the children solve persisting life problems of increasing complexity.

A note of caution is appropriate. This guide does not offer easy solutions to difficult educational problems, nor are its instructional goals and activities to be thought of as anything other than minimum accomplishments. Furthermore, in a changing world such as ours, no guide, however detailed or current, can replace teacher ingenuity and creativity.

This bulletin is a product of the thinking of many dedicated teachers of slow learning children. There now remains the task of implementation of the thinking contained in this guide. This will be the responsibility of the dedicated teachers of slow learning children who will, as they have in the past, serve the children well.

It would be difficult to list all the persons who contributed to the development of this bulletin during the past ten years. Every teacher of slow learning children in the Cincinnati Public Schools, for example, was involved at one time or another, and many principals and supervisors met with the several committees. Special recognition is due Norman J. Niesen, Director of Special Education, who served as general chairman. In addition, an executive committee consisting of Eugene L. Stevens, Myrtle Jones, Eleanor Thurman, Elmer Beckman, and Harriet Valentiner worked continuously to complete the bulletin. Finally, David Redfern produced the illustrations, and Eunice L. Stevens, Shirley Pendleton, and Elizabeth S. Henderson edited the manuscript and prepared it for printing.

Several consultants were of great help. Special recognition is due to Dr. Godfrey D. Stevens under whose leadership the project was begun and the late Dr. Margaret McKim of the University of Cincinnati who served as advisor to all committees.

Sincere appreciation is gratefully expressed to all persons who helped in the planning for, and development of, this bulletin.

Robert P. Curry
Associate Superintendent

Approved:

Wendell H. Pierce
Superintendent of Schools
September 1964

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ELEMENTARY AND SECONDARY SCHOOLS
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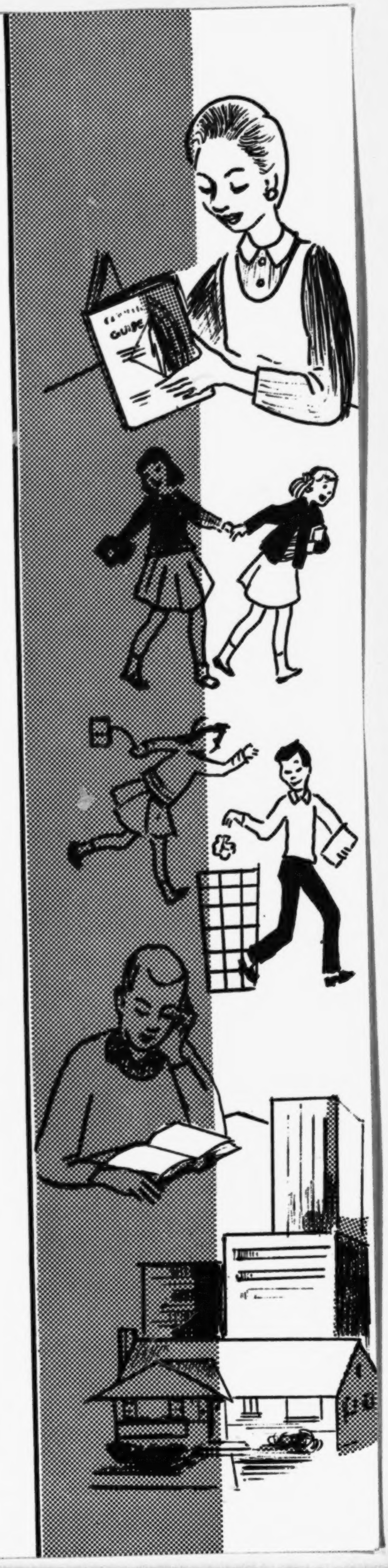
SECTION I

Foundations of the curriculum for slow learners



CHAPTER I

Organization and use of the curriculum guide

CURRICULUM
GUIDE

CHAPTER I.

ORGANIZATION AND USE OF THE CURRICULUM GUIDE

This curriculum manual is a guide to the instructional program for pupils enrolled in elementary, junior, and senior high school classes for slow learners. It is organized in three sections.

Section I develops the philosophy which serves as a basis for educating slow learning children in the Cincinnati Public Schools. It also contains an explanation of the persisting life problem curricular concept used in this guide. A discussion of the psychology of learning applicable to the slow learner and a review of teaching methodology for slow learning children are detailed in this section.

Section II consists of the suggested instructional program for slow learners. This section is organized around twelve persisting life problems which confront slow learners in their daily living. Each persisting life problem is developed in a separate chapter which includes a definition, point of view, a chart of general outcomes, a listing of detailed outcomes, and an extensive list of suggested instructional activities. Each persisting life problem has outcomes and activities which are specific and appropriate for pupils of various age levels. Thus scope and sequence are provided in the instructional program.

Section III is concerned with the implementation of the curriculum content in the daily classroom program. This section contains a chapter which illustrates how the content of several persisting life problems can be organized into meaningful instructional experiences and activities through the development of teaching units. An overview chart for each level of the program provides a list of suggested teaching units for various subject areas. In addition, a chapter has been developed which aids the teacher in organizing her daily classroom program.

The following procedures are recommended in using this guide effectively:

1. Scan the Table of Contents.

2. Read Section I to become acquainted with the philosophy, curricular concept, and teaching methodology followed in the manual.

3. Turn to Section II. In order to become familiar with the organization of chapters in this section, select a chapter and do the following:

    a. Read the point of view. This details the reasons why the slow learner must solve the persisting life problem. Please note that all chapters in this section are organized similarly.

    b. Scan the general outcome chart in order to get some understanding of the scope and sequence of the content assigned to the persisting life problem in the chapter you are examining.

    c. Study carefully the detailed outcome chart listed for the particular age group which you are to teach. The detailed outcomes represent minimum goals which should be accomplished by slow learning children at specific age levels if they are to be ready to move to the next level of instruction.

d. Look at the suggested activities appropriate for the age group you are teaching. These activities should provide you with some ideas concerning ways and means of attaining the desired outcomes.

4. Examine Section III. Look first at the chapter devoted to the development of suggested teaching units. Read carefully the introductory material which can be used by the teacher in selecting and organizing activities into meaningful instructional units.

   a. Next scan the overview chart of suggested units for various subject areas. This scanning should help you develop an overall picture of the kinds of units that may be covered in a specific subject area.

   b. Refer to the part of this chapter showing illustrated units for the particular age group and subject area you are teaching. These illustrated units show how units are developed from several persisting life problems.

5. It is now time to turn to the chapter on "Organizing the Daily Classroom Program." Read the introductory material which offers general guidance for organizing classroom programs for slow learners.

   a. Refer to the part of the chapter which is concerned with specific guides to planning a daily classroom schedule for the particular age group you are teaching. Read this carefully.

   b. Turn to the sample weekly classroom schedule of the age group you are teaching. Study the contents for aid in helping you organize your weekly program.

   c. Next turn to the anecdotal account of the highlights of a typical classroom day for the level you are teaching. This gives a detailed picture of the activities carried on during one day in a class for slow learning children at the level you are teaching.

CHAPTER II

The persisting life problem curriculum approach

CHAPTER II

THE PERSISTING LIFE PROBLEM CURRICULUM APPROACH

In a special report to the Board of Education from the Superintendent of Schools the all-inclusive purpose of the schools was set forth:

> "Education is a service to the individual and to society. It is concerned both with the personal worth and dignity of the individual and with the strengthening, improving, and unifying of the American way of life.
>
> The Cincinnati Public Schools, therefore, accept as the first and continuing function the perpetuation and improvement of our democratic society by means of achieving the fullest possible development of all individuals. Toward this end the schools should strive to contribute effectively to the development among all youth and adults of the knowledge, skills, habits, understandings, attitudes, and character traits essential for rich personal living, for sound choice of and effective participation in a vocation, for satisfying human relationships, and for responsible, contributing citizenship."[1]

In order to achieve the all-inclusive purpose of education for all children it is necessary to provide special education programs and services. In Cincinnati, special education programs are offered for deaf, blind, crippled, and slow learning children. This curriculum guide has been developed to help teachers meet the educational needs of slow learning children. While slow learning children are more like than different from ordinary children, they are often characterized by the following differences:

Intellectually they have:

1. a limited capacity to learn
2. academic achievement ranging from third through sixth grade at the age of eighteen
3. difficulty in engaging in abstract thinking
4. difficulty in handling symbols associated with reading, writing, and arithmetic
5. a reduced ability to see relationships between cause and effect
6. simple and superficial understandings rather than understandings which are characterized by complexity and depth
7. limited ability to solve problems
8. difficulty in generalizing and transferring knowledge
9. trouble in expressing thoughts verbally and in writing
10. reduced ability to profit from incidental learning.

Emotionally they:

11. frequently have depreciated self-concepts
12. frequently do not recognize their strengths and weaknesses in

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[1] "Schools and the Means of Education in Cincinnati." A Special Report of the Superintendent p.3. Cincinnati: Cincinnati Public Schools, 1954.

the performance of tasks, in solving problems, or in getting along with others

13. often are immature

Socially they:

14. often use inappropriate means of adjustment
15. frequently come from underprivileged neighborhoods and homes
16. often have difficulty in forming friendships with their peers
17. have some difficulty in participating, understanding, and meeting everyday situations
18. often have difficulty in following and practicing certain common customs and amenities
19. tend to come from families which change residence frequently
20. often have reduced experiences upon which to base academic learning

Physically they:

21. have a high incidence of handicaps
22. often have inferior motor co-ordination
23. have a high percentage of speech defects
24. have a high incidence of anomalies which detract from appearance

In addition, they:

25. generally have had poor experiences in school
26. frequently have experienced failure in school
27. often have adjustment problems in school
28. often come from families who do not place a high value on education.

The differentiating characteristics listed above must be interpreted cautiously. They do not apply in every instance nor in the same degree to all slow learning children. It is recognized that slow learning children differ from other children primarily in degree rather than in kind.

From the all-inclusive purpose of education, the Cincinnati Public Schools have derived and delineated the following fundamental purposes of education:

1. to develop and maintain physical and mental health
2. to develop competency in the fundamental tools of learning, traditionally called the 3 r's
3. to think critically and act responsibly
4. to develop and strengthen home and family life
5. to respect, understand, and live well with others
6. to develop moral and spiritual values
7. to understand and to cope with the physical world
8. to grow in appreciation of the arts and in desire and ability to express oneself creatively through various media
9. to develop interest and skill in worthwhile leisure-time activities

10. to develop understanding of and respect for the cultural heritage
11. to develop the knowledge, skills, attitudes, and understandings essential for earning a living
12. to develop consumer effectiveness
13. to appreciate the duties, responsibilities, and privileges of citizenship.

A curriculum study project was initiated to explore ways and means of achieving these inclusive and fundamental purposes of education within the school program for slow learning pupils. A decision to develop a curriculum manual to guide teachers of slow learning children was a result of this study project.

Many different curricular approaches were explored to determine how the all-inclusive and fundamental purposes of education might best be accomplished within the slow learning program. Among the curricular approaches analyzed were: "Subject Matter," "Broad Fields," and "Experience Units." All of these curricular concepts were studied with the following criteria in mind:

The curricular construct selected should:

1. emphasize the slow learning child's nature and needs
2. take account of the demands society places upon each of its members as expressed in problems associated with daily living
3. provide opportunity for scope and sequence for those skills, understandings, habits, and attitudes to be learned
4. provide for the development of an instructional program which has purpose, meaning, and utility for children at each stage of their development
5. provide concrete help for teachers in identifying needs of children, setting instructional goals, and developing meaningful learning experiences.

The persisting life situation curricular construct suggested by Stratemeyer, Forkner, McKim, and Passow[2] seemed to offer the organizational framework which could be adapted most readily to meet the needs of the program for slow learners in the Cincinnati Public Schools. However, a major modification of this approach was employed by the project committee. The persisting life situations concept was reduced and converted to twelve problems. These were called persisting life problems. It was thought that the solution of these problems would result in the achievement of the inclusive and fundamental purposes of education as delineated by the Cincinnati Public Schools. The rationale for this curricular approach was based upon the fact that each individual is confronted throughout life with a number of persisting problems which need to be solved reasonably well and in a socially acceptable manner in order to live successfully.

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[2] Stratemeyer, Florence B. et al. "Developing a Curriculum for Modern Living." New York: Bureau of Publications, Teachers College, Columbia University, 1957.

THE PERSISTING LIFE PROBLEM CURRICULUM APPROACH

The persisting life problems which were identified and serve as a basis for the curriculum are:

1. Learning to Keep Healthy
2. Learning to Live Safely
3. Learning to Communicate Ideas
4. Learning to Be a Responsible Citizen
5. Learning Homemaking and Family Living
6. Learning to Understand Oneself and to Get Along With Others
7. Learning to Understand the Physical Environment
8. Learning to Appreciate, Create, and Enjoy Beauty
9. Learning to Use Leisure Time Wisely
10. Learning to Earn a Living
11. Learning to Manage Money
12. Learning to Travel and Move About

It was recognized that each of these persisting life problems assumes different dimensions, varied levels of meaning, and requires the exercise of different degrees of responsibility as the individual grows older.

For example, in solving an aspect of the persisting life problem, "Keeping Healthy," the six-year-old slow learning child learns to wash his hands, face, and body under close supervision. At the age of twelve he assumes more or less complete responsibility for body care and cleanliness. By the time he is fifteen his physical maturity requires him to make more complex decisions relative to grooming and personal hygiene. In addition, he begins to exercise some judgment related to the health of others. By the time he completes the high school special education program, he will face adult health problems and must be prepared to adequately solve them if he is to live successfully in society. In addition, at this age he will frequently need to assume responsibilities associated with the health of young children. Thus it can be seen that the solution of persisting life problems require the slow learner to develop more complex understandings, habits, and skills at each succeeding age level.

In order to organize this curricular construct into an instructional guide which would have meaning to and use for teachers, it was imperative to delineate what was necessary and important for children to learn at various age levels. This was accomplished by enlisting the thinking and experiences of teachers and supervisors of slow learning children. In addition, the thinking and experiences of consultants from other disciplines were obtained. Among these were community leaders and experts in child development, psychology, and social group work. Instructional guides, developmental scales, and achievement measures were also consulted. From this mass of data an attempt was made to select minimum goals for each level of the program. It was thought that these minimum goals must be accomplished if an individual were to function successfully in society at each age level and be prepared to progress to a more complex level of functioning.

These goals or outcomes were stated in terms of observable or measurable behavior because it was felt that this form would be most useful to teachers in instructing children.

Behavioral outcomes were selected for each age level based on the following rationale:

At the primary level outcomes should indicate that pupils:

1. engage in experiential, beginning, or awareness types of behavior
2. have little skill to control or modify their environment
3. have little understanding of the "why" of things
4. have little understanding of how to accomplish simple or basic activities
5. engage in activities and behavior which is controlled, supervised or planned by adults.

At the intermediate level outcomes should indicate that pupils:

1. begin to operate and perform simple and basic tasks and skills more independently
2. begin to understand the "when" and "why" of doing things
3. begin to make simple and correct choices
4. begin to assume some responsibility for personal behavior
5. begin to understand consequences of personal behavior
6. begin to engage in more complex behavioral tasks and skills.

At the junior high school level outcomes should indicate that pupils:

1. have a basic understanding of the "how," "where," and "why," of their behavior
2. have some elementary understanding of some basic environmental phenomena
3. have some understanding of cause and effect particularly as related to certain personal and social behavior
4. begin to employ some adult behavior and manners
5. begin to engage in adult-type activities
6. control most of their own behavior
7. make adequate choices independently
8. travel independently
9. actively seek associations with others.

At the senior high school level outcomes should indicate that pupils:

1. direct most of their own behavior
2. begin to assume many adult responsibilities
3. assume responsibility for the welfare of others
4. have adequate understanding of cause and effect
5. collect and evaluate information as a basis for personal behavior
6. execute basic tasks and skills necessary for successfully handling problems of living at an adult level

7. have a functional understanding of their environment.

If an instructional guide is to be useful to the teacher, it is necessary to include concrete teaching suggestions. The project committee thought that this could be accomplished by developing suggested activities which could be used to help children achieve certain behavioral outcomes. Appropriate suggested activities were developed for each level of the program. Suggested activities for the various levels of the program are consistent with the complexity and type of outcomes they are to develop. In general, the suggested activities fit the rationale of the outcomes at a specific age level.

These suggested activities represent only a sampling of the kinds of instructional experiences that can be used to develop particular outcomes at specific age levels. In addition, outcomes and activities are thought to be only starting points or guides to the instructional process. Outcomes and activities listed in this guide are not to be considered all-inclusive or restricting.

At the secondary school level several modifications were made in the curricular concept in order to make it more easily adaptable to the regular secondary school organization which uses "periods," "subject matter," and other traditional organizational forms.

In summary, this chapter states the all-inclusive and fundamental purpose of education as defined by the Cincinnati Public Schools and relates these purposes to the instructional program offered in classes for slow learning children. The findings of the curriculum study project were also reviewed and related to the development of this instructional guide based upon the persisting life problem curriculum construct.

CHAPTER III

ethods, techniques and procedures oncerned with teaching slow learning children

HEALTH
SAFETY

CHAPTER III.

METHODS, TECHNIQUES, AND PROCEDURES CONCERNED WITH TEACHING SLOW LEARNING CHILDREN

INTRODUCTION

No single or best approach to teaching slow learning children is recognized today. However, historically, single or best methods have been proposed by early educators of the educable mentally handicapped as Itard, Seguin, Montessori, and Descoudres.

Much of the earlier educational thinking and many of the earlier methods used to teach retarded children are now considered good educational practices for all children. Some of these are: the influence of environment on learning, the concept of individual differences and differentiated education, the development of techniques and methods for the remedying of learning defects, the active involvement of the learner in the learning process, the role of experience, experimentation and manipulation in learning, and the concept of education for life adjustment.

It is interesting to note that most of the early approaches were designed to remedy the retarded child's specific disability or disabilities which prevented him from learning quantitatively and qualitatively in the same manner as other children. A modern illustration of teaching for remedying specific disabilities may be seen in Strauss's work with the nonmotor handicapped brain injured children. Strauss has developed methodologies which are designed to overcome specific disabilities in behavior, perception, and thinking which prevent learning in the traditional way. More recently Kirk and others have proposed teaching procedures to overcome specific learning disabilities. However, general practice in the education of the slow learner in the public school setting has not followed systematic methodologies nor the practice of teaching to overcome specific disabilities which affect learning. Modification has been in terms of what is taught rather than how it is taught.

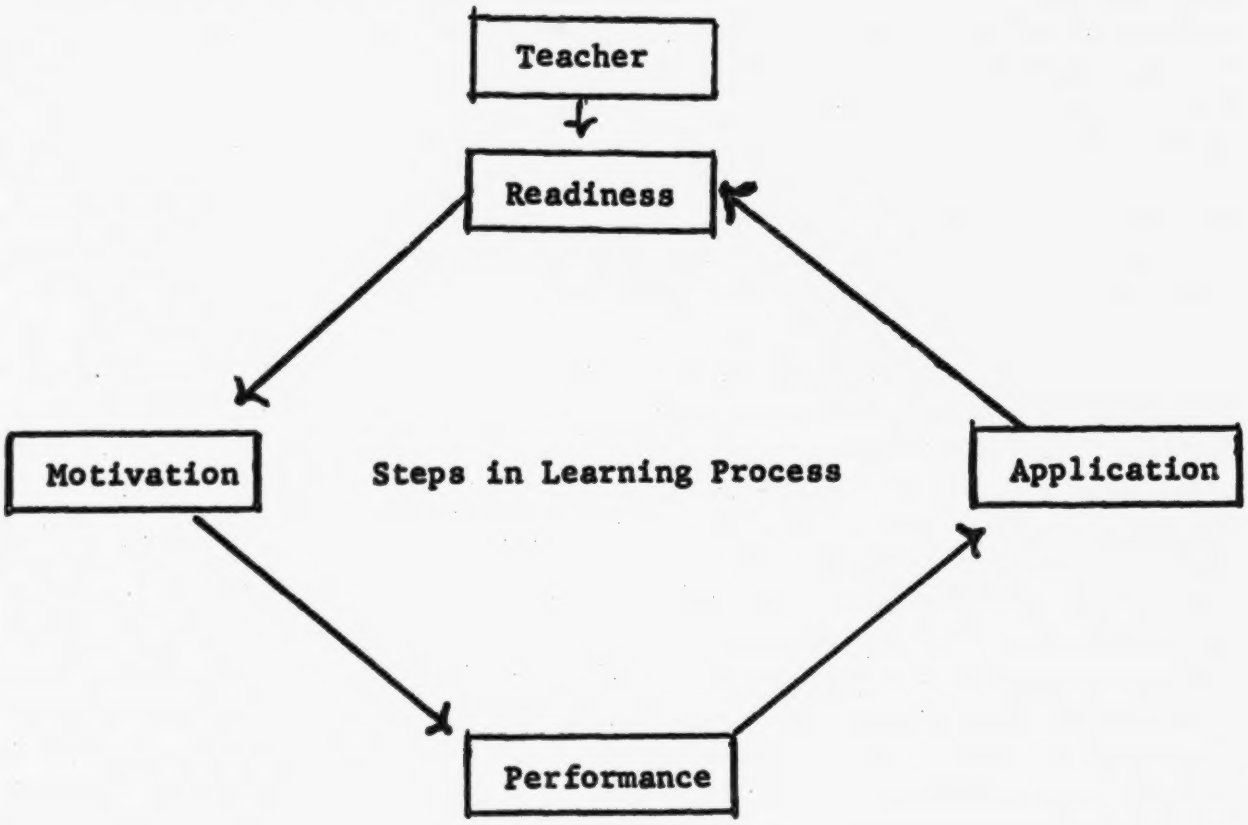
The development of specific techniques and methodologies to overcome learning disabilities is probably sound. However, this approach has not been practical because public school special education programs have been inundated by an unprecedented number of children needing services. Public school special education programs have been restricted by the shortage of trained staff, finances, and physical facilities. This has resulted in the educational grouping of children who are not homogeneous with respect to etiology, symptomatology, or educational needs.

THE LEARNING PROCESS

Despite the inadequacies of present day grouping practices for the mentally handicapped, certain principles related to learning and

THE LEARNING PROCESS (continued)

teaching can be identified and used as guides for the development of effective instructional methods, techniques, and procedures. In order to provide effective instruction, the teacher of slow learning children must be aware of four important steps which are basic to the learning process. These steps are readiness, motivation, performance, and application. The following schematic drawing illustrates these learning steps:



READINESS

Readiness may be defined as the point in space and time when the organism is physically, emotionally, mentally, socially, and experientially ready to learn a specific task, principle, or generalization. The importance of readiness has been long recognized in the educational processes.

Society has established traditional readiness stages for the learning of specific tasks. The major problems of the slow learner is that he is often not ready to perform tasks at the time society expects him to do so.

The slow learner may never be ready to learn certain complex tasks, but he will be forced to learn certain other tasks before these would normally be learned by a child of comparable achievement.

READINESS (continued)

For example, the slow learner is frequently required to develop an understanding of such complex concepts as Social Security, Income Tax, and hospitalization when his achievement is only at fourth or fifth grade level.

The implications of readiness for learning are:

1. The slow learner cannot learn a task unless he has reached the stage of readiness to learn that task.

2. The slow learner usually demonstrates his readiness to learn a task bv his behavior, interests, understanding, and his physical, social, and mental maturity.

3. The slow learner is ready to learn most tasks at a later age than other children.

4. The period devoted to readiness must be prolonged as the slow learner does not learn as easily as other children.

MOTIVATION

Effective learning probably does not take place in the absence of motivation. Motivation is the propelling force which acts as an impetus to learning. It may be extrinsic or intrinsic and is often both. It is characterized by reward or punishment. Research, however, indicates greater motivation is realized through reward. Motivation is closely related to reward, success, and the acquisition of a feeling of self-enhancement. The slow learner has often faced continuous failure and frustration, lacked rewards, and has had little opportunity for self-enhancement within the regular school setting. As a result, he is often poorly motivated. Because the slow learner has faced constant failure, more attention must be directed toward developing motivation than in the case of the ordinary child.

Motivation of the slow learner may be increased and intensified if he sees goals which are immediate and satisfying. In order to insure this end, the goals must be simple and concrete, rather than abstract and complex.

If motivation is to result, attention must be directed to selecting activities which are at the maturity level of the slow learner. This is a difficult task because the slow learner's achievement level is far below his needs and interest level. For example, the

MOTIVATION (continued)

late adolescent slow learner who achieves at a third-grade level will have an interest in and a need to learn about such things as labor unions, budgeting, and military obligations. These needs and interests are not ordinarily associated with elementary grade achievement. This will mean that the regular grade textbook will have limited use in the instructional program for slow learners because its content is directed at a particular interest, need, and achievement level. Often, neither the content nor the interest level of the regular grade textbooks the slow learner can use or read, is appropriate to meeting his needs. Exclusive use of the inappropriate books or materials results in inadequate motivation.

Good motivation will result if the teacher is careful to structure the learning situation in such a way as to provide the slow learner with goals appropriate to his maturity level which are tangible, immediate, and personal. Finally, the slow learner must achieve dignity and success in the learning situation if motivation is to continue. After the teacher considers readiness and motivation, she must direct attention to the performance step in the learning process.

PERFORMANCE

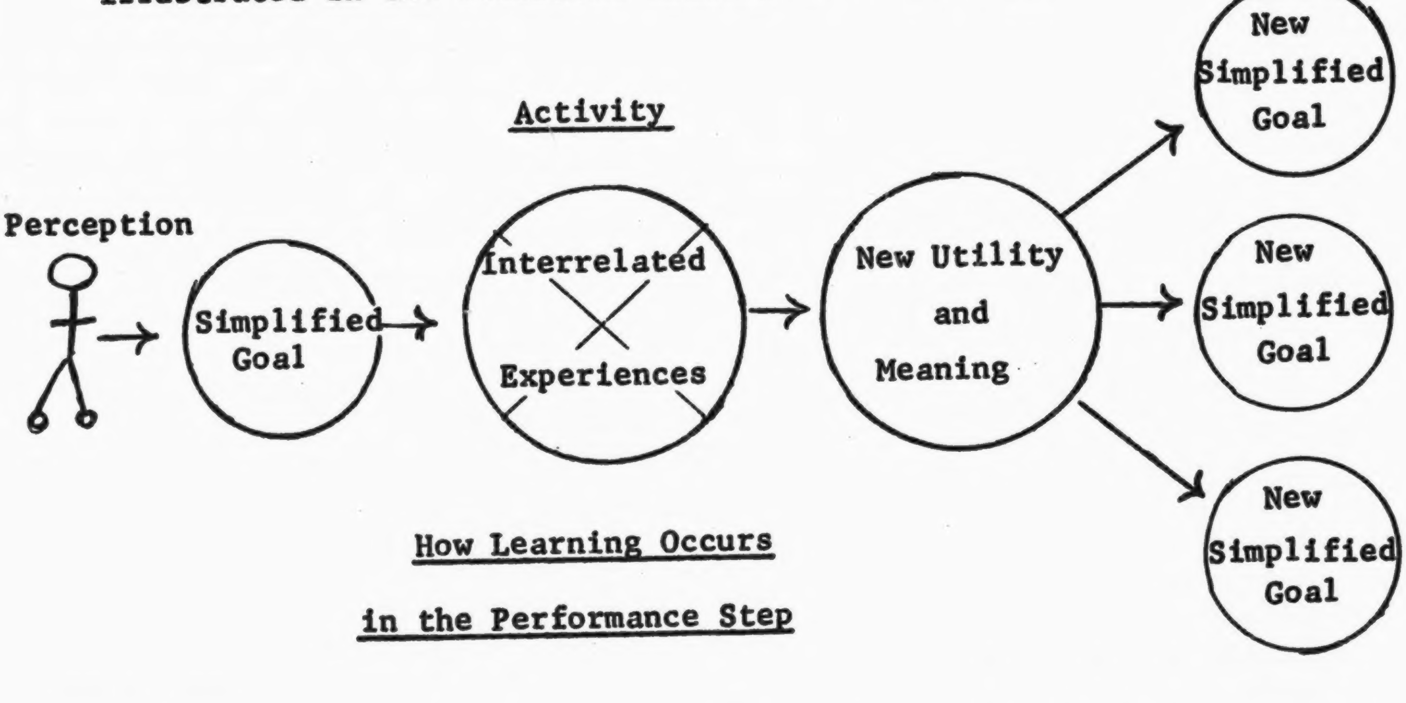
The performance step is the place in which learning occurs. Learning is demonstrated by a change in the learner's behavior. Essentially this change is brought about by an activity in which the learner engages. The teacher must consider two aspects of the performance step -- how learning takes place within the activity and how learning is facilitated.

The way learning takes place within an activity may be described as a three-phase process. Initially, the learner has a goal which is simplified in terms of his understanding of how it is to be attained. Later the simplified goal is associated with an activity. Before learning can take place, the activity is reduced to its component parts. These parts are called experiences. Through manipulation, discovery, and performance the learner gains understanding of how the component parts relate to each other and to the simplified goal. Through associating the component parts to the simplified goal, new insight and relationships develop.

The last phase is a gradual shifting from a simplified goal to one which has new utility and meaning to the learner. As this goal is attained, the learner gains insights, understandings, and readiness necessary for achieving new goals and learnings. Essentially, experience in attaining one goal leads to a desire for attaining other goals.

PERFORMANCE (continued)

This process can be illustrated by the following example: A ten-year old slow learning child informs the teacher that he wishes to learn cursive writing. The child has little understanding of what is involved in cursive writing. At this point he has only a vague or simplified goal. The teacher knows that he is motivated and ready to learn to write because of his mental age level and motor co-ordination. The teacher then implements the next phase of the performance step by breaking down the activity of writing into its component parts. She does this by providing the pupil with a wide range of independent but interrelated experiences from learning to follow dotted lines to the formulation and combining of individual symbols to form his name. As he continues to engage in similar experiences, he begins to do cursive writing and gains some understanding of how these independent experiences relate to the total writing process. As he proceeds from the performance of a mere mechanical skill to a broader concept of writing, his understanding of his original goals grows and it becomes characterized by new utility and understanding. Originally, the child's concept of writing was merely mechanical. In its final stages his concept has new meaning attached to it. He now sees writing as a way of putting thoughts on paper and communicating with others. This achievement of his writing goal opens new vistas of learning and provides him with the readiness to pursue activities which will lead him to the achievement of new goals. This process can be illustrated in the schematic drawing which follows:



How Learning Occurs

in the Performance Step

During the performance step, consideration must also be given as to how learning may be facilitated. Learning during an activity may be facilitated by:

METHODS, TECHNIQUES, AND PROCEDURES CONCERNED WITH TEACHING SLOW LEARNING CHILDREN

PERFORMANCE (continued)

1. Dividing the activity into small sequential experiences or parts
2. Providing short, dynamic experiences within an activity which have meaning, purpose, and interest to the learner
3. Providing experiences which are appropriate to the learner's maturity level
4. Designing activities and experiences which progress from the simple to the complex and from the concrete to the abstract
5. Giving experiences which require the learner to utilize his senses, emotions, and motor functions
6. Making certain that the activities and experiences are useful and based on life situations
7. Relating the current experiences to the learner's previous experiences
8. Providing the learner with successful experiences
9. Providing the learner with many varied experiences
10. Helping the learner understand how experiences are interrelated
11. Helping the learner see how interrelated experiences relate to the goal.

APPLICATION

The fourth step in the learning procedure is application. Application is essentially the process whereby the learner uses what he has learned to meet and solve some problems of daily living. Application takes place through the processes of transfer, utilization, generalization, and integration. For example, a high school pupil learns to fill out an application blank in the school occupational education program. When he applies for employment after he has completed his schooling, he must use and transfer these acquired skills to complete employment application blanks. After completing several, he learns that completing application blanks requires knowing certain information and certain procedures. After he learns the need for and the skills required in filling out application blanks, these learnings become an integral part of him. Whenever he is confronted with seeking employment, he relies upon his past experience and applies what he has learned.

APPLICATION (continued)

Unless the learner can use what he has learned, little value will result from learning. For example, there is no intrinsic value in learning "two plus two equals four" unless this learning becomes characterized by having some social utility. Similarly, there is little use in the learner's involvement in an instructional unit unless it serves as a vehicle to help the child progress from one stage in his development to another where he is able to operate more successfully. If application is to take place, what is learned must have meaning and use for the learner.

For application to take place, the learner must have opportunity to use what he has learned. For example, if a pupil learns a particular skill and is not given the opportunity to use this skill, then application obviously cannot take place. Some learnings may have social utility but be of little value to the learner because opportunity to use them does not exist. For instance, a slow learner may learn many things which would have utility in an agricultural setting but opportunity to use these learnings would be absent in a metropolitan area.

Application is very dependent upon the learner's ability to see and identify identical elements in related learning situations. The slow learner has difficulty in applying what he has learned in one situation to help him solve problems in another situation. It is commonly observed that slow learners tend to over simplify concepts, to regard each learning situation as independent and discrete, and to have difficulty in seeing common elements in different learning situations. Essentially, application of what a slow learner has learned can be facilitated if he is helped to identify those elements common to various situations and to see how the situations are interrelated.

THE TEACHING PROCESS

The preceding discussion has detailed the four major steps of the learning process. However, this is only one major aspect of insuring effective learning. The other aspect involves organizing the teaching process. This involves a number of sequential steps.

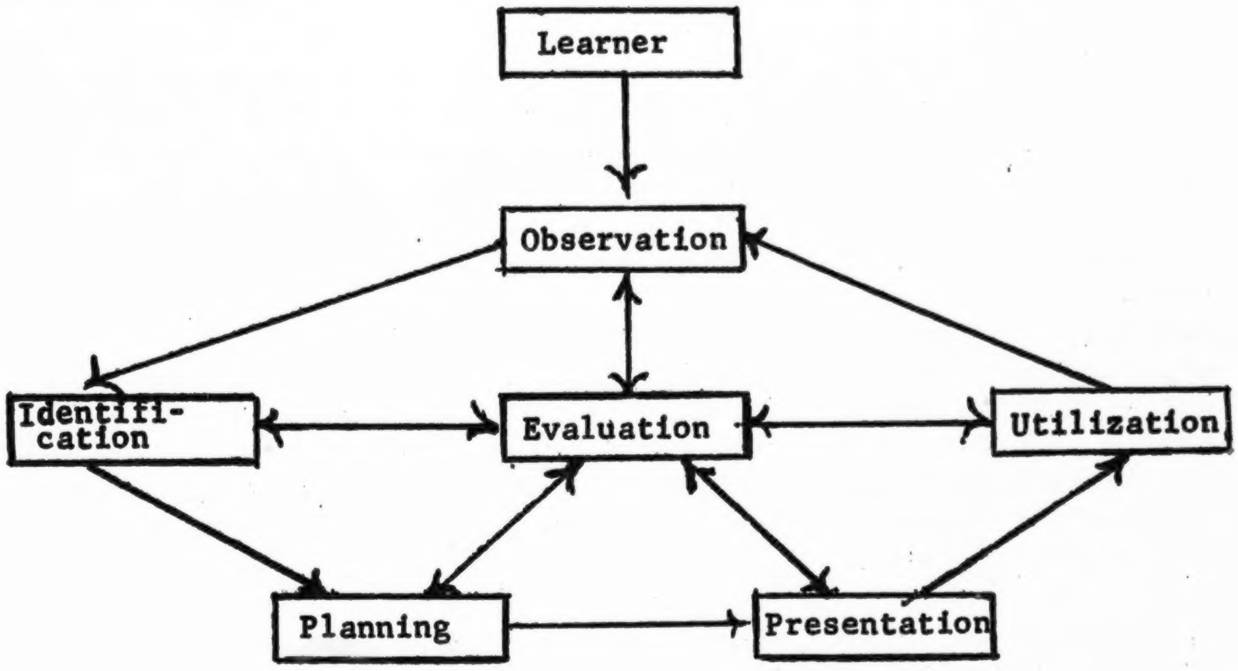
These are:

1. Observation
2. Identification
3. Planning
4. Presentation
5. Utilization
6. Evaluation

METHODS, TECHNIQUES, AND PROCEDURES CONCERNED WITH TEACHING SLOW LEARNING CHILDREN

THE TEACHING PROCESS (continued)

The teaching process can be illustrated as follows:



OBSERVATION

Observation is the first step in the teaching process. Here the teacher observes the child and his environment to determine the child's nature and needs and to ascertain those environmental demands which affect him. Through the process of observation, the teacher may learn many pertinent and fundamental facts which affect how the child learns and what he needs to learn. Observation will reveal the child's social, emotional, and mental maturity and his demonstrated ability to learn and achieve. It may also reveal his ability to handle social relationships, his value system, and some of the environmental demands and problems which influence him.

Through observation many important needs will be recognized which directly relate to what the child should be taught. Observation will lead to consideration of the second step in the teaching process.

IDENTIFICATION

From the large body of needs that each child brings to a learning situation, the teacher must delineate those which are most urgent and important. These fundamental needs will serve as a basis for learning experiences in the classroom. If the teacher carefully

IDENTIFICATION

identifies critical needs, extraneous and inappropriate program content for the slow learner will be eliminated. For example, a well-planned unit on Cro-Magnon man was taught in a slow learning class. The children were interested, the teacher was enthusiastic; but observation of the total program and needs of the children demonstrated that fundamental and critical needs were not being met by this type of unit. Inappropriate grooming, tardiness, poor manners, and lack of respect for adults were in evidence. Failure to pay attention to these critical needs was preventing children in this classroom from being assimilated into their school group and community.

In summary, the teacher must recognize that the entire cultural heritage cannot be taught to slow learning children or any children. Therefore, the teacher must be constantly alert to the necessity for "winnowing and sifting" those needs which are identified as critical. These survival needs should serve as the basis for the classroom program for slow learners.

PLANNING

After the teacher identifies the survival needs for each child, she must develop a course of action leading to the attainment of goals which will help satisfy these survival needs. Essentially, the planning process is the development of ways and means for attaining goals. These goals may be simple, complex, individual, group, long- or short-range. In any event, for the slow learner, goals must be attainable. Generally, the child should see, understand, or feel a need for attaining the goal. Teacher knowledge, information, and skill are prerequisites to planning. Effective planning must be based upon knowledge of the child's social, emotional, and mental maturity. Planning involves preparation on the part of the teacher prior to instructing the child. She must know what kind of activities are realistic in terms of the situation in which learning is to take place. In addition, she must be informed as to the availability of school equipment, materials, and community resources which may be used in implementing the activity.

The element of time is a consideration in planning. Some planning must be carried over a considerable period of time; other planning may involve relatively short periods of time. The type of planning which the teacher does is related to the goals under consideration. Some goals will require long-range planning; other planning will be relatively short-term. Basic changes in behavior, attitudes, and habits may require long-range planning as compared to the short-term planning involved in teaching specific and concrete concepts. For example, helping a child acquire the necessary attitudes which help him get along with others will require long-range planning, as contrasted to relative short-range planning involved in teaching a youngster that "two plus two equals four."

PLANNING (continued)

In the final analysis, two factors concerning planning must be recognized. First, planning must be flexible because needs of individuals and situations change. Second, the teacher must involve the pupil in planning if understanding and motivation is to be achieved. As a result of planning, the teacher will determine how the learning experiences are to be presented.

PRESENTATION

The presentation step in the teaching process consists of the various vehicles of instruction used by teachers. Most techniques appeal to or use combinations of the learner's senses, emotions, or motor functions. For example, in presenting an arithmetic concept, the teacher may require the child to listen, see, write, explain, think, feel success, show interest, and attain satisfaction. It has been demonstrated that slow learners learn best when teachers use techniques which use multi-sensory stimulation. Experience has shown that the slow learner will not learn as readily if the teacher places an intensive reliance on only a verbal approach.

Overwhelming evidence is available which demonstrates the advisability of using concrete experiences and materials in the instructional process. Generally, the slow learner will learn best when he is actively involved in the learning process and when he can see, feel, hear, examine, or manipulate materials. However, not all activities will lend themselves to actual manipulation or active learner involvement. Where learner involvement is not possible, the activity must be tied to the learner's prior experience. For example, in utilizing television as a learning technique, the learner is only a passive participant unless the teacher ties the television program content to past experiences that have meaning to the slow learner. A popular television series which concerns the adventures of a boy and a dog may help the slow learner understand kindness, the need to follow directions, or the observation of safety rules. Mere passive viewing of the program by the slow learner will not assure his understanding the message. In short, the teacher must point out the program's message and relate it to the personal experiences of the slow learner.

The teacher of slow learners may utilize many different teaching techniques. It should be recognized that all effective teaching techniques have certain common elements. These are:

1. They must be within the learner's mental capacity, achievement, and his level of social, emotional, and physical maturity.
2. They must be understood and easily used by the learner.
3. They should utilize the various senses, emotions, and motor functions of the learner.

METHODS, TECHNIQUES, AND PROCEDURES CONCERNED WITH TEACHING SLOW LEARNING CHILDREN

PRESENTATION (continued)

4. They should provide for sequential growth and reinforcement of learning.

5. They should be varied and of interest to the learner.

6. They must be capable of being implemented within the school program.

Using the criteria noted above, teachers of slow learners have found the following techniques effective:

- reading
- writing
- speaking
- listening
- manipulating
- building
- discussing
- dramatizing
- demonstrating
- displaying
- drawing
- seeing
- playing games
- working puzzles
- viewing films
- watching television
- taking field trips
- planning activities
- evaluating experiences

Specific application of these various techniques is amply illustrated in each persisting life problem chapter in the sections devoted to suggested activities. It should be remembered that a technique or an activity has little inherent value unless it helps the slow learner solve some important aspect of one of the persisting life problems.

UTILIZATION

In addition, learning to solve some aspect of a persisting life problem is not sufficient unless the learner uses what has been taught. This step in the teaching process is called utilization. Utilization involves providing the opportunity, guidance, organization, and help which will enable the slow learner to use what he has learned in meeting everyday problems.

In applying and using what has been taught, the slow learner should be given opportunities within the school program to practice, reinforce, organize, correlate, synthesize, and finally integrate what has been learned. These opportunities will consist of experiences which are vital and necessary to the learner's living successfully in his home, school, and community. For example, after the teacher has used various techniques and methods in helping the young slow learner understand and meet the persisting life problem of safety in locomotion in the school program, integration of these learnings is facilitated by giving the child opportunities to use them in traveling to and from school. At the upper age levels the slow learner within the school program has often acquired certain under-

UTILIZATION (continued)

standings, habits, and skills related to earning a living. He is given an opportunity for using these learnings by participating in an actual work situation for pay under the school's guidance. This provides him with an opportunity to reinforce, synthesize, and finally integrate what he has learned.

Two major steps in the utilization process which aid synthesis and integration of an individual's learnings must receive constant attention. First, the experiences which provide opportunities for utilization must progress from the simple to the complex. For example, a child progresses from learning to walk safely to the school from his home to learning to travel about the city safely and effectively. Second, utilization is effected by giving the learner experiences at which he can succeed. Success leads to status, recognition, and an improved self-concept which aids the integration of learnings. This implies that the utilization step of the teaching process is closely dependent upon continued evaluation of the learner.

EVALUATION

Evaluation is the next step in the teaching process. It is defined as an appraisal of the pupil's level of functioning and achievement in terms of goals which have been set for him. While it may appear that evaluation is the final step of the teaching process, it is actually present at every step.

Extensive evaluation reveals far more than appraisal of pupil achievement. It involves a ferreting of the strengths and weaknesses of the school program, the community, and the home. This knowledge provides guidance for a course of action to attain desired goals.

Once the teacher knows where the pupil is in his development, she can plan experiences which will provide opportunities to reach the desired goals. These experiences may involve the resources of the home, the community, and the school.

The selection of survival needs, goals, techniques, and methods are all closely determined by careful evaluation. Evaluation of the learner, learning experiences, and learning situations is constantly being made throughout all of the instructional steps.

Evaluation is characterized by the following:

1. It is vital to the instructional process.

2. It is continuous.

METHODS, TECHNIQUES, AND PROCEDURES CONCERNED WITH TEACHING SLOW LEARNING CHILDREN

PRESENTATION (continued)

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Evaluation is characterized by the following:

1. It is vital to the instructional process.

2. It is continuous.

EVALUATION (continued)

3. It determines what should be taught.

4. It is a process shared by the pupil, teacher, home, school and community.

5. It centers about the learner, his achievement, his needs, and how these needs are to be met.

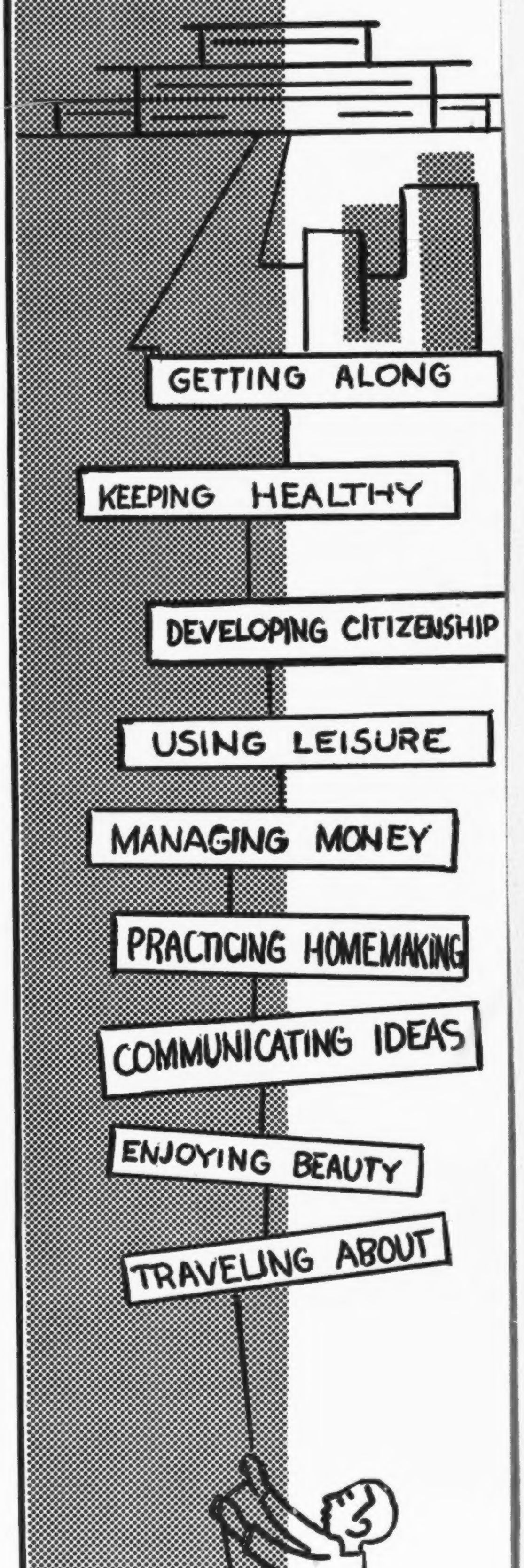
Evaluation has three major functions. It indicates what the learner has accomplished. It also indicates what the learner needs to accomplish in order to attain a specific goal. It encourages learner growth by providing new insights, concerns, and goals. Evaluation is commonly thought of as concerning only the achievement of the pupil. The usual methods of educational evaluation are probably not adequate for measuring the achievement of slow learners. Standardized tests are limited in their application to slow learners. For example, in a test involving arithmetic reasoning, we are often testing the slow pupil's ability to read rather than to reason. In addition, standardized tests often test for information which has not been taught to the slow learner. The curriculum for slow learners is based primarily upon survival needs. Standardized tests do not ordinarily attempt to test achievement of survival information. Despite the flexibility of teacher-made tests, they can only measure certain kinds of knowledge. The ultimate test of the effectiveness of the teaching process is the learner's performance in actual life situations. In the curriculum approach characterized by persisting life problems, goals in the form of outcomes have been delineated for every level of the school program for each persisting problem. These outcomes are stated in terms of behavior; therefore, they may serve as evaluations of the slow learner's performance. By testing the individual's performance against the outcomes, the teacher knows what has been done and what needs to be done in order to develop the pupil to a level where he can function more successfully in society.

SUMMARY

In summary, this chapter has attempted to point out some of the historical methods and systems used to educate the slow learner. It has been indicated that modern educational programs for the slow learner seem to differentiate content more than method. However, this chapter has attempted to emphasize that the teacher must recognize two other important considerations in the instruction of slow learners; first, how he learns, and secondly, how the teaching process should be organized.

SECTION II

Instructional program for slow learners


GETTING ALONG
KEEPING HEALTHY
DEVELOPING CITIZENSHIP
USING LEISURE
MANAGING MONEY
PRACTICING HOMEMAKING
COMMUNICATING IDEAS
ENJOYING BEAUTY
TRAVELING ABOUT

CHAPTER IV

Persisting life problem #1

Learning to keep healthy

"Good health and good sense are two of life's greatest blessings."
Publilius Syrus

CHAPTER IV. PERSISTING LIFE PROBLEM #I.

LEARNING TO KEEP HEALTHY

INTRODUCTION

Definition

Learning to keep healthy is a persisting life problem which involves the acquisition of essential habits, attitudes, and skills necessary for developing and maintaining the body through nutrition, physical activity, body care, rest, and prevention and treatment of illness.

Point of View

Keeping healthy is a persisting life problem faced by all people throughout their lives. Developing and maintaining a healthy body is of primary importance for all slow learners. Because the slow learner already has mental limitations, it is imperative that he not be further handicapped by poor health. Much of his ability to become an economically self-supporting and contributing member of society will depend upon his being physically healthy. The slow learner, because of his limited assets in other areas of his development, will by necessity be forced to make his living and way in the world through means that are closely associated with having a healthy body.

Experience has shown that frequently the slow learner comes from a family where marginal or substandard health conditions exist. Often the slow learner comes to school equipped with a minimum of those skills, attitudes, habits, and understandings necessary for maintaining good physical health. Consequently, the school will need to assume a major role in helping the slow learner acquire those habits and practices that will aid him in developing and maintaining his health.

The classroom program for the slow learner will need to provide those essential health practices which have been neglected by the home. The instructional program in the area of health should be based upon the health needs of the children. For example, a child's obvious need for better oral hygiene is met by instruction in the classroom on how, when, and why one brushes his teeth. For some children the teacher may provide opportunities for carrying out the actual experience of brushing teeth. This may require the teacher to provide the toothbrush, dentrifice, instruction, and time for this important activity. The child who states that he eats "grits and gravy" or "pie" for breakfast will often need to depend heavily upon the school to provide information, instruction, and experience that will lead to better nutrition. Good classroom instruction can exert a positive force in the development of health habits and practices that may aid the slow learner and his family toward more healthful living.

Point Of View (continued)

The health concepts taught in the school program for the slow learner must be practical, concrete, and restricted to those concepts which will help him live a healthier life. Many of the more detailed concepts ordinarily taught in the regular grade health program will not be readily understood or particularly useful to the slow learner in his daily living. For instance, there would be little need or value in teaching the slow learner such things as the names of the bones in his skeletal structure; how his digestive, circulatory, or respiratory systems work; the complicated terminology and structure of his skin; or which foods are rich in calcium or phosphorus. It would be more meaningful and beneficial to teach the slow learner such practical and useful aspects of healthful living as how and when to brush his teeth; how to wash his face; the need to rest when ill; the importance of consulting a doctor; how to use the community health clinics; and how to plan and prepare meals that will keep him healthy.

As children approach pubescence, and throughout the adolescent period, they will need help in understanding, accepting, and controlling their changing bodies. The slow learner will undergo physical maturation at the same age as other children, but he will be less equipped mentally to understand his physical changes or the social implications of these changes. Therefore, the health program for the slow learner will need to provide him with more direct, specific, and concrete help so that he can understand what is happening to his body. Attention also must be given to helping him understand the social expectations, prohibitions, and responsibilities that accompany his coming of age.

The slow learner must be helped to see that the health concepts which he learns in the classroom have broad application to his daily living outside of the classroom. The teacher will often find it necessary to point out related applications of what was taught in one situation to other situations. In the absence of this kind of instruction, the slow learner will often attempt to solve related problems as if they were discrete entities. For example, the slow learner may know he is to shower after hard or dirty work; but he may never see the same need following strenuous exercise. Also, he may know to use a handkerchief when sneezing; but he may fail to generalize and apply similar precautions when coughing.

Understanding certain health practices will be difficult for the slow learner because he will not always readily see cause and effect relationships. This is especially true when the element of time, subtle change, or obscure need is involved in a health concept or practice. For example, the slow learner may have difficulty in seeing relationships such as sneezing and spreading a cold; dirty hands and sickness; immunization and prevention of communicable disease; regular medical checkups and maintenance of health; proper rest and nutritious food and the development of a strong body; and intercourse and pregnancy or venereal disease.

The slow learner frequently has difficulty in making wise decisions; and this, of course, has some serious implications for the maintenance of his

Point of View (continued)

health. He will, for the most part, need to rely on the advice, direction, and knowledge of others to help him with many aspects of keeping healthy. Particular attention will have to be directed to helping him understand that he cannot always rely upon the advice of nonprofessional persons, folklore, home remedies, or flamboyant advertising. Such advertising frequently leads the slow learner to believe in quick, certain cures for physical ailments or immediate improvement in physical appearance. The health program for the slow learner must take direct responsibility for helping him see that these claims are frequently untrue, exaggerated, and sometimes dangerous. This health program will need to exert a great deal of effort in teaching the how, when, and where of getting professional help. Experience has shown that many slow learners coming from substandard environments rely heavily upon the health resources provided by the community in which they live. Consequently, time in the health program will be devoted to teaching the slow learner to use those community resources more effectively.

In summary, it is imperative that the slow learner not be handicapped further by poor physical health. He will often come to school with poor health understandings, habits, and attitudes. It will be necessary for the school program to be acutely aware of his health needs and to attempt to meet these health needs by providing experiences which will aid him in attaining and maintaining good physical health.

General Outcomes for Group I - 6 through 9 Years

NUTRITION

1. Eats food from the four basic food groups.
2. Begins to associate certain foods with specific meals.
3. Knows sequential order of meals.
4. Recognizes that some foods are important to being healthy.

REST

1. Experiences different ways of relaxing.
2. Relaxes after strenuous activities.
3. Begins to understand the meaning of a rest period.
4. Begins to understand the need for sleep.

BODY CARE AND CLEANLINESS

1. Begins to perform routines of body care and cleanliness under supervision.
2. Practices blowing nose, and covering mouth when coughing or sneezing.

PREVENTING AND TREATING ILLNESS

1. Begins to perform daily habits associated with sanitation.
2. Wears seasonal clothes provided by parents.
3. Begins to understand how doctors, dentists, and nurses help people.
4. Begins to know that clothing and personal items should not be worn or used by others.
5. Wears glasses and hearing aid when provided.

PHYSICAL FITNESS

1. Participates in a variety of games and exercises.
2. Enjoys using mats and play equipment in school.
3. Takes part in rhythmic activities.
4. Displays an interest in playing individual and group games.
5. Begins to "sit, walk, and stand tall."

General Outcomes for Group II - 10 through 12 Years

NUTRITION

1. Selects and eats new foods.
2. Identifies foods in the four basic food groups.
3. Knows which foods are appropriate for breakfast, lunch, dinner, and snacks.
4. Becomes interested in the sources of basic foods, such as milk, fruits, vegetables, and meats.

REST

1. Recognizes and selects a variety of resting activities.
2. Begins to understand when children should rest.
3. Begins to understand the importance of obtaining sufficient sleep.
4. Begins to understand that conditions such as ventilation and proper clothing help one sleep better.
5. Develops a positive attitude toward rest.

BODY CARE AND CLEANLINESS

1. Performs routines of body care and cleanliness.
2. Knows proper procedure for blowing nose, coughing, and sneezing.

PREVENTING AND TREATING ILLNESS

1. Understands and practices basic sanitary habits.
2. Begins to understand the relationship of rest to illness.
3. Knows what to do when ill or injured.
4. Performs simple first aid.
5. Knows not to exchange footwear, headwear, clothes, or toilet articles.
6. Begins to know the importance of keeping doctor and dentist appointments.
7. Knows where the doctor and nurse's office is located in school.
8. Understands the importance of remembering certain rules about clothing, such as removing wet clothing and wearing appropriate clothing.
9. Understands that wearing glasses or a hearing aid may help him.

PHYSICAL FITNESS

1. Engages in vigorous outdoor play.
2. Knows and plays a variety of games and exercises.
3. Voluntarily participates in exercising without adult urging.
4. Selects simple and appropriate games to play.
5. Enjoys participating in group games.
6. Practices sitting, walking, and standing correctly.

PERSISTING LIFE PROBLEM #I. --

General Outcomes for Group III - 13 through 15 Years

NUTRITION

1. Selects food appropriate to the meal.
2. Gains some understanding of the importance of the foods that constitute the basic food groups.
3. Knows the sources of common foods.

REST

1. Chooses and directs personal rest needs within the school setting.
2. Knows why one needs rest.
3. Understands importance of having sufficient sleep.
4. Knows conditions essential for rest.
5. Goes to bed at a regular time.

BODY CARE AND CLEANLINESS

1. Performs daily habits of body care and cleanliness.
2. Knows why one should practice daily body care and cleanliness.
3. Understands body changes.
4. Knows that the use of tobacco may be harmful.

PREVENTING AND TREATING ILLNESS

1. Begins to develop some understanding of communicable diseases.
2. Knows that routine medical and dental examinations are necessary.
3. Extends understanding of first aid to treating simple burns, sprains, and bruises.
4. Knows about and how to use public health services.
5. Selects clothing appropriate to weather conditions.
6. Understands the need for rest, diet, and restricted activity when ill.

PHYSICAL FITNESS

1. Understands the need for exercise.
2. Performs varied types of exercise.
3. Plays organized group games with minimum supervision.
4. Knows strenuous exercise under certain conditions are harmful.
5. Continues to practice good posture.

General Outcomes for Group IV - 16 through 18 Years

NUITRITION

1. Plans meals containing the four basic food groups.
2. Prepares and eats inexpensive and nutritious meals.
3. Knows some of the effects of emotions on digestion.
4. Knows the dangers of indiscriminate dieting and overeating.
5. Knows the importance of consulting doctors about dietary problems.

REST

1. Knows how to use rest periods at work wisely.
2. Utilizes facilities provided by the home for rest and relaxation.
3. Plans for personal rest needs.
4. Directs rest needs of young children.
5. Initiates conditions essential to rest.

BODY CARE AND CLEANLINESS

1. Performs habitual daily body care and cleanliness.
2. Understands and respects the adult body.
3. Supervises young children in their body care chores.
4. Knows that the use of tobacco, narcotics, and alcohol may be harmful to the body.

PREVENTING AND TREATING ILLNESS

1. Has elementary understanding of some communicable and social diseases.
2. Knows simple skills of home nursing.
3. Appreciates the value of regular, routine medical and dental checkups.
4. Understands medical insurance plans.
5. Recognizes some of the dangers of nonmedical treatment for illness and injury.
6. Knows that proper care, refrigeration, and preparation of food may prevent illness.
7. Follows doctor's recommendations.

PHYSICAL FITNESS

1. Uses and knows community resources that are provided for keeping physically fit.
2. Plans personal exercise needs.
3. Directs and supervises the play activities of young children.
4. Practices good posture.

LEARNING TO KEEP HEALTHY

Detailed Outcomes for Group I - 6 through 9 Years

NUTRITION

1. Eats food from the four basic food groups.
2. Begins to associate certain foods with specific meals.
3. Knows sequential order of meals.
4. Recognizes that some foods are important to being healthy.

REST

1. Experiences different ways of relaxing.
2. Relaxes after strenuous activities.
3. Begins to understand the meaning of a rest period.
4. Begins to understand the need for sleep.

BODY CARE AND CLEANLINESS

1. Begins to perform routines of body care and cleanliness under supervision.
    a. Begins to wash face and hands correctly.
    b. Begins to understand the importance of brushing teeth regularly.
    c. Begins to practice brushing teeth regularly.
2. Practices blowing nose, and covering mouth when coughing or sneezing.

PREVENTING AND TREATING ILLNESS

1. Begins to perform daily habits associated with sanitation.
    a. Washes hands after using toilet.
    b. Drinks properly from a fountain.
    c. Knows sanitary ways of sharing food and drink.
    d. Knows not to eat contaminated foods.
2. Wears seasonal clothes provided by parents.
3. Begins to understand how doctors, dentists, and nurses help people.
4. Begins to know that clothing and personal items should not be worn or used by others.
5. Wears glasses and a hearing aid when provided.

PHYSICAL FITNESS

1. Participates in a variety of games and exercises.
2. Enjoys using mats and play equipment in school.
3. Takes part in rhythmic activities.
4. Displays an interest in playing individual and group games.
5. Begins to "sit, walk, and stand tall."

LEARNING TO KEEP HEALTHY

Suggested Activities for Group I - 6 through 9 Years

NUTRITION

Have the children eat lunch in the school cafeteria or have a midmorning snack in class so that they can practice eating a variety of foods.

Have the children plan and prepare simple food for room parties, picnics, or snacks. Emphasis may be placed on the kinds of foods served on various occasions.

Take the children to the school kitchen to see where and how food is prepared. This will enable the pupils to understand better the need for cleanliness and the handling of food. The class may draw pictures which help the teacher retell the experience in a chart story.

Take the class to visit a food market so that they may become aware of how foods are sold. Discuss with them that some foods must be cooked and other foods may be eaten uncooked. Point out also the different ways in which foods may be purchased. Teach words sommonly associated with the purchase of food, such as a can of ..., a bag of ..., a jar of ..., or a box of ...

Make chart stories about the experiences which have helped pupils learn about nutritious foods. Charts can be used as a source of supplementary reading. Some chart stories could be titled "A New Food We Tasted," "How We Eat in the Lunchroom," or "Some of the Raw Foods We Have Learned to Eat."

Discuss with the group such topics as "Foods That Are Good for Us"; "The Way Certain Foods Should Be Eaten"; "The Good Family of Vegetables, Fruits, Milk, Eggs, and Meat"; and "Foods That Are Important in Helping Us Grow."

Talk about the way certain foods taste in order to develop such awarenesses as; sugar is sweet; a lemon is tart; and dill pickles are always sour.

Have children develop picture charts which will help in the recognition and selection of appropriate foods for breakfast, lunch, dinner, and snacks.

Have children locate pictures in magazines that can be used to develop a picture file for use in illustrating discussions about food. Mount these pictures on 8½" x 11" paper so that they may be handled easily by pupils.

Have the children listen to stories and learn poems about foods. Let pupils retell stories by using simple puppets.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

NUTRITION (continued)

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

REST

Establish routines for daily rest periods in the classroom so that the pupils will know what to do when rest period is announced.

Have children play games, such as Rag Doll, to emphasize relaxation.

Include in daily planning relaxation activities, such as stretching, putting heads on desks, and jumping.

Discuss the need for rest as related to good health. Bring out appropriate ways to rest.

Have the children experience quiet activities, such as listening to records and stories at scheduled times of day.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

BODY CARE AND CLEANLINESS

Establish daily practice of good health routines by conducting morning health inspection. Have each child keep an inspection chart for the week. Use a symbol to check the health routines listed on the chart.

Have children make pictures and posters concerning certain health and grooming activities which emphasize how cleanliness improves one's appearance.

Have children learn appropriate verses or poems concerning desirable health practices. Proper selection of these poems should encourage the pupils to improve daily health habits.

Have children report what they do to look clean and neat.

Discuss how to wash hands and face correctly, clean fingernails, blow nose properly, shampoo hair, brush teeth, and have good posture.

Display in the room articles needed for daily cleanliness, such as

LEARNING TO KEEP HEALTHY

Suggested Activities for Group I - 6 through 9 Years (cont'd)

BODY CARE AND CLEANLINESS (continued)

a bar of soap, a washcloth, a towel, a toothbrush, and tooth paste.

Post a list of things which help make pupils look clean and neat. The list may include attention to clean face, ears, neck, hands, fingernails, hair, and clothes.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

PREVENTING AND TREATING ILLNESS

Have children wash hands before eating, after playing, and after toileting. If this is a requirement in the room, pupils will begin to understand that cleanliness is related to health.

Make charts for display of health needs. The following is an example:

> This is a tissue. ☐
> You use it when you cough.
> You use it when you sneeze.
> It stops germs.

Have children make booklets or charts on such topics as "Things That Will Protect Me from the Rain, Snow, and Cold."

Have children take turns in assuming responsibility for collecting trash for the day.

Discuss such topics as "Why We Wear Hats and Coats at Recess"; "Why We Wash Fruit before Eating It"; "How We Should Drink from the Water Fountain"; "What to Do with Food that Falls on the Floor"; and "How to Keep a Cold to Yourself."

Read stories which tell what boys and girls should do when they have a cold or the measles. Emphasize that they should obey the doctor, take prescribed medicine, and remain isolated.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

PHYSICAL FITNESS

Have the children engage in posture-building activities, such as marching, bending, practicing "sitting tall," and stretching.

LEARNING TO KEEP HEALTHY

Suggested Activities for Group I - 6 through 9 Years (cont'd)

PHYSICAL FITNESS (continued)

Play simple games, such as Farmer in the Dell, tag, and dodge ball.

Provide time for children to do rhythms, such as skipping, running, and simple dance steps.

Provide opportunities for children to exercise by imitating rabbits (hopping), frogs (leaping), and elephants (swaying).

Have directed and supervised play on playgrounds using slides, jungle gyms, jumping ropes, etc.

Take the children to the gym to play and learn to use mats and other equipment.

Have children listen to and practice exercising to musical records.

Discuss playing on hot days, cool days, and playing in the sunshine. Talk about the fact that play is the best kind of exercise.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO KEEP HEALTHY

Detailed Outcomes for Group II - 10 through 12 Years

NUTRITION

1. Selects and eats new food.
2. Identifies foods in the four basic food groups.
3. Knows which foods are appropriate for breakfast, lunch, dinner, and snacks.
4. Becomes interested in the sources of basic foods, such as milk, fruits, vegetables, and meats.

REST

1. Recognizes and selects a variety of restful activities.
2. Begins to understand when children should rest.
3. Begins to understand the importance of obtaining sufficient sleep.
4. Begins to understand that conditions such as ventilation and proper clothing help one sleep better.
5. Develops a positive attitude toward rest.

BODY CARE AND CLEANLINESS

1. Performs some routines of body care and cleanliness.
   a. Practices regularity in washing face and hands.
   b. Understands when and how to bathe and shower.
   c. Knows when and how to brush teeth.
   d. Knows when and how to shampoo.
   e. Performs the tasks of trimming and cleaning fingernails and toenails properly and in privacy.
2. Knows proper procedure for blowing nose, coughing, and sneezing.

PREVENTING AND TREATING ILLNESS

1. Understands and practices basic sanitary habits.
2. Begins to understand the relationship of rest to illness.
3. Knows what to do when ill or injured.
   a. Tells adults.
   b. Accepts medicine from parents or doctor.
4. Performs simple first aid.
   a. Washes cuts and scratches.
   b. Applies plastic bandages.
5. Knows not to exchange footwear, headwear, clothes, or toilet articles.
6. Begins to know the importance of keeping doctor and dentist appointments.
7. Knows where doctor and nurse's office is located in school.
8. Understands the importance of remembering certain rules about clothing, such as removing wet clothing and wearing appropriate clothing.
9. Understands that wearing glasses or a hearing aid may help him.

Detailed Outcomes for Group II - 10 through 12 Years (cont'd)

PHYSICAL FITNESS

1. Engages in vigorous outdoor play.
2. Knows and plays a variety of games and exercises.
3. Voluntarily participates in exercising without adult urging.
4. Selects simple and appropriate games to play.
5. Enjoys participating in group games.
6. Practices sitting, walking, and standing correctly.

LEARNING TO KEEP HEALTHY

Suggested Activities for Group II - 10 through 12 Years

NUTRITION

Have children prepare simple lunches in the classroom, such as salads, sandwiches, soups, and puddings. This activity will help pupils develop interest in new foods, as well as practice the simple preparation of some foods.

Have children plan and prepare simple menus for class parties, picnics, and snacks. The children can do their own shopping for this activity.

Take the children to the school cafeteria to see how and where food is prepared. Emphasize the habits of cleanliness the cooks follow in preparing and serving food.

Take children to a wholesale vegetable warehouse to help them see how food is made ready for retail stores. Discuss what is done to help preserve foods.

Have children keep notebooks, scrapbooks, and charts on foods essential to good health. The class can organize a room project and share it with other classes. This will provide pupils practice in reporting information to others.

Have class present a puppet show relating why breakfast is an important meal. Some points to be emphasized should concern the specific foods that are associated with breakfast.

Discuss the foods that should be eaten for breakfast, lunch, and dinner. Pictures can be used to teach names of food by appearance.

Discuss sources of some foods. Make riddles to have the class understand that all foods have a source. The following is an example of a riddle that could be used:

> I am a head of lettuce.
> I am green and I have leaves.
> You eat me raw and cooked.
> I grew from seeds that were planted in the soil.

Discuss foods which have nutritional value when eaten raw, such as fruits, celery, carrots, and lettuce.

Talk about seasonal or unfamiliar foods, such as cranberry sauce and rhubarb.

Discuss how diet is related to health. Emphasize that serious disease may result by not eating certain foods. Also emphasize dangers inherent in eating too much of the same food.

LEARNING TO KEEP HEALTHY

Suggested Activities for Group II - 10 through 12 Years (cont'd)

NUTRITION (continued)

Plan bulletin board topics to illustrate sources of food. Large colorful pictures may be mounted to illustrate the source, such as a picture of a glass of orange juice by the picture of an orange.

Display pictures of different foods on a chart holder in random order. Have pupils match pictures to the labels of the basic food groups.

Read stories that reinforce the pupils' understanding of appropriate selection of food, good eating habits, food preparation, cleanliness in food handling, and sources of some foods.

Have children use pictures on chart holder and match eating utensils with appropriate food, such as a spoon with a bowl of soup, a fork with a salad, and a knife with butter and bread.

Have class make a food poem book using 24" x 26" paper. Print should be at least 1" in black ink so that group reading can be done at a distance.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

REST

Have pupils shade squares on tokio paper to indicate the hours of sleep they get each night. Each square can represent one hour. Discuss these records when teaching the concept of time.

Have the children play relaxing games. Some may be active; other games quiet.

Plan a free period when pupils may choose a relaxing activity. Some may read or browse; some may paint; and others play quiet games.This period should last thirty minutes, and the class must be taught not to misuse this time. The teacher should see that each pupil engages in some restful and useful activity.

Ask class to tell how they relaxed during the school day. Keep a group check list to note favorite choices.

Play records when the class is working on social studies units. Such records as "Afternoon of a Fawn," "Mysterious Mountain," and "Toy Symphony" may be relaxing.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

REST (continued)

Have pupils make a chart showing restful activities which can be done at home. Discuss reasons why some activities seem to be more popular than others.

Discuss such topics as "What Happens in School When One Doesn't Sleep Well the Night Before" and "How One Feels after Playing Outside or after Gym Class."

Discuss with the children essential conditions to sleep, such as ventilation, quiet, and darkness. Emphasize the routines that should be followed for proper sleep.

Demonstrate relaxing exercises at certain periods during a class day. Assign pupils to demonstrate simple calisthenics.

Have class listen to recordings which are restful and relaxing when the weather is not suitable for outdoor play. Different art activities, such as crayon drawing, finger painting, and water coloring can be done by individuals at this time.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

PREVENTING AND TREATING ILLNESS

Conduct a daily health inspection of the children in the classroom. Use individual check lists. Include health habits in an evaluation chart for good citizen of the week award.

Refer children who need vision or hearing tests to the school nurse.

Have children list some of the practices which help to avoid spreading communicable diseases. The list may include practices such as covering one's mouth when coughing or sneezing. Through group discussion, the class's understanding of these practices can be checked.

Demonstrate simple first-aid practices, such as washing cuts and scratches and applying plastic bandages. Practice wrapping bandages around ankle, wrist, and finger.

Have the children dramatize situations, such as "The Way We Use the Handkerchief" and "What to Do when We Are Sick."

Sing songs to motivate acceptable health practices, such as "Johnny Can't Go Out to Play" and "The Boy That Ate Too Much." A familiar tune, such as "Yankee Doodle," can be used to these words.

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Suggested Activities for Group II - 10 through 12 Years (cont'd)

PREVENTING AND TREATING ILLNESS (continued)

Make display charts showing appropriate clothing and accessories that should be worn or used according to season and weather, such as boots, a raincoat, and an umbrella. Discuss how health needs and proper clothing are related.

Collect and mount pictures of clothing. Let children place pictures on a chart holder with weather or seasonal labels. This can be done when pupils have finished their assigned work.

Show films which explain the importance of having a physical examination. Discuss proper behavior in the clinic or doctor's office.

Discuss why some individuals appear to be healthy and have good attendance. Mention such practices as keeping the feet dry, getting proper sleep, and eating well.

Discuss the problems that result from wearing another person's cap or shoes. Use illustrations to help pupil understand how infections are spread.

Discuss the importance of each individual being responsible for where his toothbrush, comb, and brush should be kept.

Discuss why glasses, hearing aids, and other prosthetic aids are provided and must be worn.

Make a television box for individual pupils to draw picture stories about ways to prevent illness. Talk about things the boys and girls can do to prevent illness, such as eating properly, resting, working, and playing.

Talk about the need for developing sanitary habits, such as washing hands before eating. Explain why raw foods should be washed before consumption.

Encourage children to have a physical checkup every year and to see the dentist at least once a year. Let children make health chart reminders.

Talk about the weather as a guide to our daily dress. Use a chart to teach the relation between weather and dress.

Invite the nurse, doctor, or gym teacher to speak to the class on topics which motivate the pupils to feel personally responsible for attaining good health habits.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for addi-

PREVENTING AND TREATING ILLNESS (continued)

tional, appropriate materials and ideas.

BODY CARE AND CLEANLINESS

Have boys and girls keep a daily check list on health habits. Ask questions that can be answered yes or no. The lists should be checked by the teacher so that counseling may be given to pupils who have problems in body care.

Provide personal appearance aids for the class. Such aids as fingernail brushes, files, shoe brushes, and soap should be available for pupils if needed.

Include daily health habits in weekly evaluation for the class. Special recognition may be given pupils who make improvement in the area of cleanliness.

Have pupils decorate boxes in which to keep grooming aids. Teachers should emphasize the importance of pupils keeping and using these aids.

Discuss body care and cleanliness as it relates to having others accept you. Bring out the importance of regular bathing.

Demonstrate the correct way to wash face and hands. Provide soap and towels for individuals who appear to need individual instruction.

Talk about ear hygiene. Obtain the model of an ear from Visual Aids to illustrate the dangers involved in cleaning ears.

Make chart stories which give directions for care of fingernails and toenails.

Discuss and demonstrate the correct way to shampoo hair. Emphasize reading directions on the shampoo containers.

Make a cardboard model of the teeth. Demonstrate the correct way to brush teeth. Emphasize that a toothbrush should be used by only one person.

Have the class contribute pennies to a room fund box to purchase tissues. Provide a box of tissues that should be used by pupils in coughing, sneezing, and blowing the nose.

Develop bulletin board theme to emphasize body care and cleanliness habits. Mount colorful pictures to illustrate the habits that are

Suggested Activities for Group II - 10 through 12 Years (cont'd)

BODY CARE AND CLEANLINESS (continued)

to be learned and practiced. Display toothpaste, a toothbrush, a comb, a washcloth, a towel, and soap.

Read stories about body care and cleanliness. Have pupils retell the story by drawing pictures.

Make puppets. Let the dialogue emphasize health habits.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

PHYSICAL FITNESS

Have pupils make posters illustrating posture. Use silhouettes to show how one looks with correct and incorrect posture.

Have pupils collect simple fitness exercises from magazines for scrapbooks. Let pupils demonstrate exercises to class at some appropriate time.

Arrange for class to have gym with the physical education teacher. Discuss with the class proper behavior in gym class.

Explain that physical limitations may affect the pupil's performance in gym class.

Play simple group games which help pupils learn team rules.

Make a list of games that the pupils can play alone or with partners.

Discuss rules which help one enjoy games and exercises. Make a chart story about the discussion. Pupils may draw pictures about the rules which should be remembered.

Play team games with other classes in the school. Volleyball, softball, and dodge ball are good examples.

Participate in the school intramural program. Give merit awards to pupils who represent the class well.

Organize a Good Posture Club in the room. Give merit awards to the members through the development of a "Who's Who Corner." Honorable mention may be given to the pupil who practices sitting, walking, and standing correctly.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

PHYSICAL FITNESS (continued)

Use musical exercise records to encourage posture-building exercises. Let pupils who follow recorded directions best be leaders.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO KEEP HEALTHY

Detailed Outcomes for Group III - 13 through 15 Years

NUTRITION

1. Selects food appropriate to the meal.
2. Gains some understanding of the importance of the foods that constitute the basic food groups.
3. Knows the sources of common foods.

REST

1. Chooses and directs personal rest needs within the school setting.
2. Knows why one needs rest.
3. Understands importance of having sufficient sleep.
4. Knows conditions essential for rest.
5. Goes to bed at a regular time.

BODY CARE AND CLEANLINESS

1. Performs daily habits of body care and cleanliness.
   a. Sets and combs hair.
   b. Uses deodorant.
   c. Cleans nails.
   d. Uses handkerchief or tissue properly.
   e. Knows the necessity of shaving regularly.
2. Knows why one should practice daily body care and cleanliness.
3. Understands body changes.
   a. Aware of physiological and somatological changes associated with adolescence.
   b. Takes care of self during menstrual period.
   c. Has some elementary understanding of reproduction.
4. Knows that the use of tobacco may be harmful.

PREVENTING AND TREATING ILLNESS

1. Begins to develop some understanding of communicable diseases.
   a. Understands how disease is spread.
   b. Understands the importance of immunization.
2. Knows that routine medical and dental examinations are necessary.
3. Extends understanding of first aid to treating simple burns, sprains, and bruises.
4. Knows about and how to use public health services.
5. Selects clothing appropriate to weather conditions.
6. Understands the need for rest, diet, and restricted activity when ill.

PHYSICAL FITNESS

1. Understands the need for exercise.
2. Performs varied types of exercise.

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

PHYSICAL FITNESS (continued)

3. Plays organized group games with minimum supervision.
4. Knows strenuous exercise under certain conditions can be harmful.
5. Continues to practice good posture.

LEARNING TO KEEP HEALTHY

Suggested Activities for Group III - 13 through 15 Years

NUTRITION

Have class plan a variety of nutritious menus. These menus may be put into individual scrapbooks or included in a picture file.

Have pupils make a food chart where pictures of foods may be organized under headings of basic food groups. Emphasize the importance of the use of this chart when school lunches are selected in the cafeteria.

Have class members report on a meal which was prepared at home with or without adult help. The report should reflect knowledge of basic food groups, procedures followed in preparation, and the manner in which food was served.

Make food mobiles for the room. Use pictures of appropriate foods which would make a balanced and colorful meal.

Make a chart that tells what each food group does for the body.

Have pupils keep a list of new foods which are eaten at home and at school. This list may be kept in the following chart form.

NAME OF FOOD	NUMBER SERVINGS	FOOD GROUP	WHAT FOOD DOES FOR ME?

Have pupils list suggestions which may help in family food buying. Some of these suggestions can be put into written lessons for group reading.

Have committees plan bulletin board topics related to food habits. Some topics might be "Beware of the Sweet Tooth," "Between-Meal Snacks - Yes or No," and "You May Have Second Helpings on these Foods." Colorful pictures and stick-figure drawings may be used to make the board appealing.

Discuss the importance of the basic food groups as related to good health. Emphasize a topic such as "The Food that We Eat Makes a Big Difference in the Way that We Look and Feel."

Discuss some problems that occur in developing good food habits. The problems should be of concern to this age level, and the discussions might encourage the pupils to feel responsible for solving these problems. Topics such as "The Missed Breakfast," "The Snack Problem," and "The Results of Unbalanced Meals" could be used for discussion.

LEARNING TO KEEP HEALTHY

Suggested Activities for Group III - 13 through 15 Years (cont'd)

NUTRITION (continued)

Read and discuss stories about early days in America when food was not abundant. Discuss the effects of the lack of proper food.

Invite the school dietician or nurse to speak to the class about the necessity for selecting proper foods in the school cafeteria.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

REST

Explain the meanings of terms such as tension, fatigue, regular bedtime, adequate rest, and improper rest. Magazine articles may be used to illustrate these terms so that the class will understand them more fully.

Keep a list of ways that individual pupils relax. Point out the most popular forms of relaxation. Find pictures to illustrate these ways.

Discuss essentials for a restful night's sleep, such as clothing, ventilation, darkness, quiet, and bedding.

Discuss why some people need more rest than others. Emphasize that improper and inadequate rest may affect one emotionally, physically, and mentally.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

BODY CARE AND CLEANLINESS

Discuss the importance of personal responsibility for personal body care and cleanliness. Let boys and girls set independent daily standards for body cleanliness. Each person may keep a personal check list to help remember regular habits of body care.

Demonstrate the procedures of manicuring.

Have a qualified person discuss such problems as cleanliness, body changes, reproduction, and menstruation in a girls' session. Emphasize the social aspects related to these problems. Have a similar session for boys.

LEARNING TO KEEP HEALTHY

Suggested Activities for Group III - 13 through 15 Years (cont'd)

BODY CARE AND CLEANLINESS (continued)

Invite resource people from the community to discuss and demonstrate good grooming and hair styling. Encourage boys and girls to feel responsible for their grooming.

Take trips to community or district medical and dental clinics. Discuss the services available and the requirements which must be met to obtain these services.

Help those pupils who appear to have a problem in body care and cleanliness. Enlist the help of the school nurse if necessary.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

PREVENTING AND TREATING ILLNESS

Discuss common illnesses: causes, symptoms, care, and prevention. Pupils may make a chart listing pertinent facts related to certain common illnesses. Discuss the need for vaccinations and immunizations.

Have class make reports which tell those things that one should do when ill. Complete bed rest, proper diet, and isolation should be emphasized.

Have class discuss and demonstrate simple first-aid procedures. Practice times may be provided for wrapping a bandage on finger, knee, or arm. Appropriate filmstrips may be used to reinforce explanations.

Have the class learn the correct names and addresses of health and dental clinics which may be used in emergencies.

Discuss obesity: its causes and some of its corrections. Consult school nurse if medical service is necessary.

Take a trip to see how the community controls some of its health problems. Some places to visit are divisions of sanitation and public health centers.

Have class write simple stories which describe what certain health agencies do to keep people healthy.

Read about and discuss the effects of alcohol, narcotics, and tobacco.

Plan bulletin boards and murals on topics such as care of skin and how disease is spread. Permit committees to do independent reading to gain

Suggested Activities for Group III - 13 through 15 Years (cont'd)

PREVENTING AND TREATING ILLNESS (continued)

information which can be used for health topics.

Discuss health hazards in the home, the need for cleanliness, pest control, and proper storage of poisons and medicines.

Discuss the proper way of keeping pets healthy; talk about the need for immunizations.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

PHYSICAL FITNESS

Organize class baseball and basketball teams. Pupils should do this with a minimum of adult supervision.

Take trips to community recreational center. Emphasis should be placed on rules which must be observed for participation in this facility.

Discuss the relation of physical fitness to a healthy body. Include such topics as "Why I Should Exercise," "Why We Need Play," and "Why I Should Be Concerned with Posture."

Plan a physical fitness schedule so pupils may begin to practice a personal plan for exercise.

Plan bulletin boards to inform pupils about simple body building calisthenics. Display pictures which encourage pupils to set up personal physical fitness schedules.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO KEEP HEALTHY

Detailed Outcomes for Group IV - 16 through 18 Years

NUTRITION

1. Plans meals containing the four basic food groups.
2. Prepares and eats inexpensive and nutritious meals.
3. Knows some of the effects of emotions on digestion.
4. Knows the dangers of indiscriminate dieting and overeating.
5. Knows the importance of consulting doctors about dietary problems.

REST

1. Knows how to use rest periods at work wisely.
2. Utilizes facilities provided by the home for rest and relaxation.
3. Plans for personal rest needs.
4. Directs rest needs of young children.
5. Initiates conditions essential to rest.

BODY CARE AND CLEANLINESS

1. Performs and understands the necessity for daily routines of body care and cleanliness.
2. Understands and respects the adult body.
   a. Understands adult body functions.
   b. Understands the reproductive process.
3. Supervises young children in their daily body care chores.
4. Knows that the use of tobacco, narcotics, and alcohol may be harmful to the body.

PREVENTING AND TREATING ILLNESS

1. Has elementary understanding of some communicable and social diseases.
   a. Knows cause, effect, and treatment of venereal disease.
   b. Is aware of the symptoms of common chronic and acute diseases.
   c. Knows the health services available in the community.
   d. Knows how to apply for the services of health clinics.
2. Knows simple skills of home nursing.
3. Appreciates the value of regular routine medical and dental checkups.
4. Understands medical insurance plans.
5. Recognizes some of the dangers of nonmedical treatment for illness and injury.
   a. Is aware of danger of superstition and home remedy.
   b. Is aware that promise of quick and positive cures are "quackery."
6. Knows that proper care, refrigeration, and preparation of food may prevent illness.
7. Follows doctor's recommendations.

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

PHYSICAL FITNESS

1. Uses and knows community resources that are provided for keeping physically fit.
2. Plans personal exercise needs.
3. Directs and supervises the play activities of young children.
4. Practices good posture.

LEARNING TO KEEP HEALTHY

Suggested Activities for Group IV - 16 through 18 Years

NUTRITION

Have pupils plan and prepare nutritious meals for family at home and report on the activity to the class. The report should include procedures to be followed in preparing food, in serving food, and making a balanced meal.

Develop skits which show effects of poor diet and good diet. Use the contents of these skits to make pupils aware of the importance of food habits.

Develop a skit showing some of the possible harmful effects of improper dieting. Help the pupils become aware of some of the diseases that could result from harmful dieting.

Collect stories, pamphlets, and newspaper articles about dieting. Use this material for discussions.

Have pupils evaluate misleading advertising about dieting.

Discuss the necessity of good emotional climate for proper digestion. Have class decide on acceptable topics which may be used for conversation during mealtime.

Discuss reasons for including certain foods in one's daily diet.

Talk about how proper diet helps one to be mentally alert and physically fit.

Have the school nurse or some other qualified person talk to the class about dieting.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

REST

Develop a skit emphasizing good and bad use of rest periods on the job.

Discuss the proper use of rest periods on the job.

Discuss the amount of rest that young adults need and how the need may differ with individuals.

Discuss how to avoid and combat fatigue. Help pupils understand that they are personally responsible for avoiding and combating fatigue.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

REST (continued)

Discuss how to improve conditions in the home which are related to rest and relaxation.

Conduct individual counseling sessions when the problem of rest is apparent.

Display posters that show the relationship of rest to job success.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

BODY CARE AND CLEANLINESS

Have the class develop a list of standards for cleanliness and grooming. Personal check lists might be kept to establish regularity in daily health care.

Dramatize situations which emphasize the relationship of cleanliness to getting and holding a job.

Discuss cleanliness as related to job requirements.

Discuss social problems resulting from the lack of bodily cleanliness.

Conduct individual counseling sessions when the problem of cleanliness is apparent.

Plan bulletin boards around themes which emphasize the individual's responsibility for his own cleanliness.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

PREVENTING AND TREATING ILLNESS

Demonstrate simple techniques of home nursing, using the Red Cross home nursing course as a guide.

Have class talk about home remedies to determine whether they are based on fact or superstition.

Discuss what medical insurance plans mean to an employee.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

PREVENTING AND TREATING ILLNESS (continued)

Discuss the prevention of the spread of communicable disease.

Discuss how appointments are made at dental and medical clinics.

Talk about the proper methods of cleaning and storing food.

Discuss the dangers of promiscuity. Encourage class to respect moral codes in social behavior.

Discuss some of the dangers and effects of communicable diseases.

Point out the need for proper medical treatment to prevent the spread of communicable diseases.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

PHYSICAL FITNESS

Develop a scrapbook entitled "Inexpensive Ways to Keep Physically Fit." Have class collect ideas from discussions on different ways of keeping physically fit.

Conduct tours to explore the community fitness resources. Explain to class the importance of obeying the rules made for effective group participation. Have the class investigate resources offering individual physical fitness programs.

Encourage class to make and use a weekly physical fitness schedule.

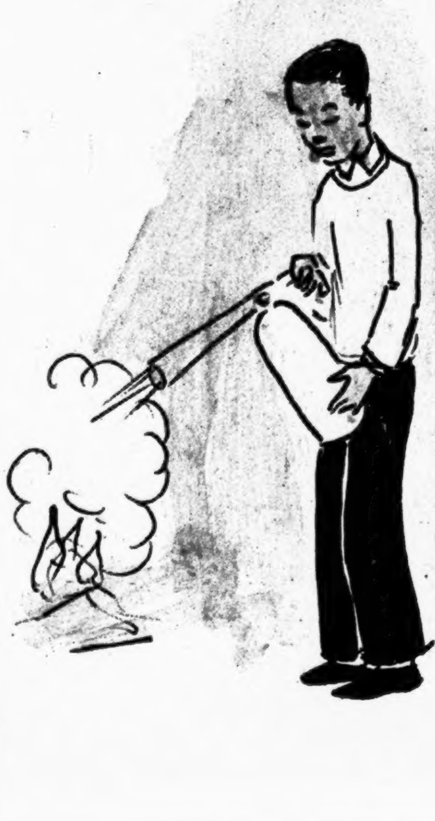
Discuss importance of including physical fitness activities in one's daily schedule.

Display posters which emphasize the relation of posture to making a good appearance.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHAPTER V

Persisting life problem #2
Learning to live safely



"Practicing safety is a wise use of community experience."
Anonymous

CHAPTER V. PERSISTING LIFE PROBLEM #II.

LEARNING TO LIVE SAFELY

INTRODUCTION

Definition

Learning to live safely is a persisting life problem which involves the acquisition of the essential habits, attitudes, and skills necessary for practicing safety during play and recreation; locomotion; and at home, school and work.

Point of View

The practice of safety is vital to the individual, community, and to society because their welfare and survival are directly related to how well safety is practiced. An awareness of safety must permeate most areas of living. Since society's welfare is dependent upon its members practicing safety, individual failure to practice safety cannot be tolerated. The community has come to depend upon the schools to provide instruction in many aspects of safety. This is demonstrated by the fact that safety instruction exists as a part of most school curricula.

Living safely depends upon the exercise of judgment based upon knowledge, utilization of past experiences, and the ability to make sound decisions. The slow learner is notably deficient in all these areas. Therefore, if he is to learn to live safely, a carefully planned program of instruction must be provided.

Because of the nature of the slow learner's defect, the school must anticipate and delineate the safety practices that he needs to provide for his welfare and that of others. In addition, the school program must recognize a number of factors peculiar to the slow learner which will affect the kind of safety instruction which is given. Unlike other life problems, the slow learner cannot use personal experience as a major avenue for learning safety practices. For example, the school program cannot risk a child's being injured before it teaches him how to cross the street safely or where to play.

Throughout his life the slow learner will be required to employ safety practices which he does not fully understand. This is especially true at the primary level of the school program where safety instruction is geared to having the pupil avoid hazardous situations. The young slow learning pupil is taught to practice habitually basic safety routines without much understanding of them. For example, the young slow learner is taught to avoid accepting favors from and invitations to accompany strangers. At this level he will have little understanding of the hazards associated with consorting with strangers.

The slow learner will often be required to employ certain safety practices before other pupils of a comparable mental ability. For example, the slow learner in a metropolitan area is frequently assigned to a special class outside of his neighborhood school. This frequently requires him to travel longer distances than would normally be expected of other

Point of View (continued)

children, despite the fact that the slow learner is less capable. Adolescent slow learners with mental ages comparable to normal eleven-year-old children are frequently employed. Employment will often present safety hazards and will require the slow learner to apply safety practices far beyond what is usually expected of individuals with similar mental abilities.

Important to school planning is the recognition that throughout his lifetime the slow learner will face many hazards beyond his control because of where he lives and works. Some slow learners will come from homes where little attention is given to safety and neighborhoods where safety hazards are prevalent. His home may present many potential dangers ranging from improperly vented space heaters to poor home maintenance. This may be related to the fact that the slow learner is often restricted to unfavorable housing conditions because of his limited financial status. He also may be fearful of complaining about unsafe conditions because of the possibility of being evicted. It is extremely important that the school program help the slow learner understand that the community has laws and resources which he can use to insure the safety, protection, and welfare of himself and his family.

The school must anticipate some of his safety needs based upon hazards he can avoid or correct, and provide him with the skills needed to cope with these situations. For example, the slow learner living in a deprived area must be taught that it is dangerous to play in the streets, on railroad tracks, and in abandoned buildings. He will need to be taught to use public parks and recreational facilities.

His job and place of employment will frequently be a source of safety problems. By and large he will be employed in non-skilled occupations, often in jobs where he will be required to perform physical labor involving lifting, pushing, pulling, and moving. In addition, slow learners are frequently employed in service jobs which require them to be around and near machinery, such as steam tables, dishwashers, meat cutters, punch presses, and lathes.

The slow learner will sometimes be exploited and required to work under unfavorable conditions that may affect his health, welfare, and safety. There may be times when he will be required to perform tasks which are in violation of safety laws. It is important that the school program acquaint the slow learner with safety laws that have been developed for his own protection. He must be taught how, when, and where to seek advice and help when rules and laws affecting his safety and well-being are violated.

The school must recognize that it cannot completely compensate for some of the slow learner's limitations through an instructional program. This is particularly true when the exercise of safety depends upon the ability to use good judgment, to see obscure cause and effect relationships, or where it depends upon applying unfamiliar or uncommon knowl-

Point of View (continued)

edge.

Because of these irremediable impediments to his practicing safety, the school program must teach him to seek the aid of more capable people whenever he is confronted with complex situations which he does not fully understand. For example, young slow learners must be taught not to become involved with taking medicines except under adult supervision. An adolescent slow learner should be taught not to attempt to repair an inoperative dishwasher on his own. He should understand that he must call upon the services of his superiors. Because of his poor knowledge of cause and effect, the slow learner must be instructed to avoid the use of all chemicals except when such use is under the supervision of an adult. Essentially, the school program must teach the slow learner how and when to seek advice.

In order to have him make rapid and sound decisions in emergency situations, it will be necessary to anticipate situations which he may face sometime in his life. Essentially the school program must equip him with the know how of handling such situations. This can be done by providing him with many vicarious experiences and by giving him opportunities for demonstrating what should be done in specific emergencies.

Attention should also be given to helping him understand how and why he should take a particular kind of action. He will need to know such things as what to do first, when to call for help, and what to do while awaiting help. Attention should be given to handling common emergency situations such as fires, reporting automobile accidents, and serious injuries.

Many slow learning children will have additional safety problems because they are multiple handicapped. The school safety program must stress three principles which help the multiple handicapped child in practicing safety. First, the child must be taught to appreciate the fact that he has a handicap which will affect his safety. Second, the child must be taught to use such special aids and equipment as a hearing aid and glasses. Third, the child must be taught some practices which will compensate for his handicap. For example, a hard of hearing child must be taught to make maximum use of his vision in crossing streets.

Many safety practices and warnings are heavily dependent upon understanding symbols. The slow learner is remarkably deficient in understanding and attaching meaning to symbols. The school program must make a special effort to teach certain functional signs, symbols, and slogans which serve as warnings of danger or methods of safe procedure. Many examples of the heavy reliance on symbols in safety can be cited. For instance, the familiar skull and crossbones; the stop, look, and listen signs at railroad crossings; various road signs and directions for the safe use of medicine, and the operation of machinery. Certain terms and slogans must be explained to the slow learner such as "safety first," "better be safe than sorry," "danger," "slow, children," "cross-

Point of View (continued)

walk," and "no trespassing." The slow learner must even be taught to associate meaning with certain shapes of signs such as stop, speed, and road information signs.

The school can help the slow learner understand symbols that relate to his safety by giving him firsthand experiences with certain common signs, symbols, and slogans. These can be displayed in the classroom, and through discussion the pupils can be helped to develop and attach meaning to them that can be useful in their daily living. The school cannot teach the slow learner to handle all symbols related to safety particularly in the area of reading labels and directions. The school program must develop within the slow learner an appreciation of the importance of understanding labels and directions. Finally, the school program must teach the slow learner to seek responsible help in interpreting those directions that he cannot easily read nor understand and follow.

In summary, the need to learn safety permeates most areas of living. The community will expect the slow learner to be responsible for his own safety and the safety of others. In order to give him the skills and necessary understandings, the school program must recognize special problems the slow learner faces in learning safety and plan experiences which will give him these skills, habits, and attitudes necessary for safe living.

PERSISTING LIFE PROBLEM #II. --

General Outcomes for Group I - 6 through 9 Years

AT PLAY OR RECREATION

1. Begins to understand how to play safely.
2. Is aware of safe and dangerous places to play.
3. Develops an awareness that he should not talk with or accompany strangers.
4. Stays with the group or with supervising adult when playing in the park or while swimming.

AT HOME, SCHOOL, OR WORK

1. Practices safety in entering, leaving, and moving about the school building.
2. Begins to practice safety measures in classroom.
3. Begins to practice safety measures at home.
4. Knows that medicines should be taken only under direction of an adult.
5. Associates some words and symbols with danger.

IN LOCOMOTION

1. Practices safety when using sidewalks and streets.
2. Begins to recognize and avoid common dangers when traveling.
3. Begins to practice basic safety rules when using public transportation.
4. Refuses rides with strangers.

General Outcomes for Group II - 10 through 12 Years

AT PLAY OR RECREATION

1. Chooses a safe place to play independently.
2. Understands and follows safety rules.
3. Does not talk with or accompany strangers.
4. Informs his parents where he is playing and returns home at designated time.
5. Knows how to get help from an adult in an emergency.

AT HOME, SCHOOL, OR WORK

1. Continues to practice safety at school.
2. Continues to practice safety measures at home.
3. Begins to understand why medicine should be taken only under the direction of adults.
4. Realizes that signs such as DANGER, POISON, KEEP OUT, and HANDS OFF have safety meanings and must be obeyed.

IN LOCOMOTION

1. Continues to practice safety when using sidewalks, streets, and highways.
2. Recognizes and avoids common dangers when traveling.
3. Continues to practice basic safety rules when using public transportation.
4. Begins to know why he should refuse rides with strangers.

General Outcomes for Group III - 13 through 15 Years

AT PLAY OR RECREATION

1. Understands and practices rules of safety.
2. Understands the danger of accepting invitations from strangers.
3. Begins to know what to do in case of injury or accident.
4 Begins to assume responsibility for preventing injury to others.

AT HOME, SCHOOL, OR WORK

1. Co-operate in maintaining school safety standards by observing regulations and obeying those in authority.
2. Maintains safety at home.
3. Takes precautions with medicines and poisons.
4. Understands the function of safety personnel, such as the policemen, firemen; respects and co-operates with them.
5. Begins to take some precautions to prevent falls in the home.
6. Takes precautions to prevent fire.
7. Begins to understand and plan some steps to be taken in emergencies.

IN LOCOMOTION

1. Practices safety rules when using sidewalks, streets, and highways.
2. Practices bicycle safety.
3. Understands and assumes safety responsibility when using public transportation.
4. Becomes aware of one's obligation to abide by safety regulations.

General Outcomes for Group IV - 16 through 18 Years

AT PLAY OR RECREATION

1. Initiates and provides for personal safety in recreational activities, such as hunting, fishing, horseback riding, picnicking, and swimming.
2. Understands the dangers of associating with strangers.
3. Knows procedures to follow in cases of emergency.
4. Assumes responsibility for promoting safety for others in recreational activities.

AT HOME, SCHOOL, OR WORK

1. Understands and practices safety at school.
2. Understands and practices safety at home.
3. Takes precautions to insure safety of younger children.
4. Understands and practices safety at work.

IN LOCOMOTION

1. Practices safety as a pedestrian.
2. Understands the responsibilities one has for the safety of others while driving or riding in an automobile.
3. Assumes safety responsibility for self and others when using public transportation.
4. Understands his obligation to abide by safety regulations.

LEARNING TO LIVE SAFELY

Detailed Outcomes for Group I - 6 through 9 Years

AT PLAY OR RECREATION

1. Begins to understand how to play safely.
   - a. Knows not to fight or shove.
   - b. Knows not to throw objects.
   - c. Uses play equipment safely.
2. Is aware of safe and dangerous places to play.
   - a. Uses own yard, playground, gym, or schoolyard.
   - b. Avoids playing in the street, on railroad tracks, on river banks, or in abandoned buildings.
   - c. Avoids playing with fire, guns, knives, or stray animals.
3. Develops an awareness that he should not talk with or accompany strangers.
4. Stays with the group or with supervising adult when playing in the park or while swimming.

AT HOME, SCHOOL, OR WORK

1. Practices safety in entering, leaving, and moving about the school building.
   - a. Understands the meaning of the sign, EXIT.
   - b. Follows the direction and supervision of the teacher in fire drills and air-raid drills.
   - c. Obeys the directions of the safety guards, teachers, and teachers' helpers.
2. Begins to practice safety measures in classroom.
   - a. Carries chair properly.
   - b. Avoids playing around open windows.
   - c. Does not play pranks that may hurt others.
   - d. Handles scissors and pencils safely.
3. Begins to practice safety measures at home.
   - a. Puts toys and equipment away after use.
   - b. Keeps crayons, beads, pencils, and scissors from eyes, ears, nose, and face.
   - c. Avoids playing with stoves, furnaces, electric cords, electric outlets, and plastic bags.
4. Knows that medicines should be taken only under direction of an adult.
5. Associates some words and symbols with danger.
   - a. Understands that the symbols "skull and crossbones" and "poison" have the same meaning.
   - b. Understands the meaning of "do not touch."
   - c. Associates flashing red lights, red lanterns, and sirens with signs of danger.

Detailed Outcomes for Group I - 6 through 9 Years (cont'd)

IN LOCOMOTION

1. Practices safety when using sidewalks and streets.
   a. Knows that he must use sidewalks.
   b. Co-operates with policeman and safety guard when crossing streets.
   c. Looks both ways before crossing streets.
   d. Crosses only at corners or crosswalks.
   e. Knows to "stop, look, and listen" before crossing railroad tracks.
   f. Travels directly to school by safest route.
2. Begins to recognize and avoid common dangers when traveling.
   a. Does not touch fallen wires.
   b. Avoids befriending animals.
   c. Avoids handling and examining unfamiliar objects.
   d. Begins to recognize warning signs, such as DANGER, KEEP OUT, CAREFUL, HANDS OFF, DO NOT TOUCH, and UNSAFE.
3. Begins to practice basic safety rules when using public transportation.
   a. Sits properly in a seat.
   b. Refrains from fighting, pushing, and shoving when boarding or leaving a bus.
   c. Does not put hands and arms out of the bus window.
4. Refuses rides with strangers.

LEARNING TO LIVE SAFELY

Suggested Activities for Group I - 6 through 9 Years

AT PLAY OR RECREATION

Have the class learn games for after-school play. Talk about the points of safety which should be practiced while playing games.

Use play equipment during directed play. Have pupils demonstrate the safe use of play equipment, such as jungle gym, swings, and slides. Encourage all pupils to use some of the equipment.

Talk about the meaning of the word accident. Discuss how accidents may happen during play. Make a list of safety practices which may prevent some accidents.

Develop chart stories about using play equipment safely. Use these charts for reminding pupils of the rules to be followed during play.

The Swing

This is a swing.

Only one child can swing.
Two children cannot swing.
We sit in the swing seat.
We must not stand on the seat.

Take pupils to nearby parks or playgrounds to use swings, slides, and teeter-totters. Supervise use of playground equipment.

Have a play period in which children demonstrate safe practices in play, such as taking turns, handling balls and bats, running, and jumping.

Have pupils suggest why it is sometimes dangerous to play too far from home and school.

Explain some of the dangers of talking to or accompanying strangers. Talk about the child's responsibility for letting parents know with whom and where the child will play.

Talk about suitable places for playing certain indoor and outdoor games. For example, talk about the dangers of playing tag in the street. Have the class report how safety rules were practiced during playtime. Make chart stories about these safety rules.

Collect pictures about recreational safety from the Automobile Club and safety councils. Discuss the meaning of these pictures. Have the class draw pictures as a follow up of the discussion. Display

Suggested Activities for Group I - 6 through 9 Years (cont'd)

AT PLAY OR RECREATION (continued)

drawings under an appropriate caption, such as "Our Class Plays Safely."

Develop bulletin board themes which emphasize safety rules. The bulletin board display may summarize class discussions about safety.

Have a group discussion about the dangers involved in playing with strange animals. Talk about what pupils should do if they are injured by an animal.

Have pupils tell why it is not safe to play with guns or fire.

Talk about informing adults of accidents or injuries.

Make a frieze about safe places for children to play. Talk about those things which make certain areas safe for play.

Have the class discuss some of the reasons why they should stay with the group or with an adult when they are in the park or in swimming.

Make posters illustrating hazardous places for children to play. Suggested pictures which might be used could be those of railroad tracks, abandoned buildings, river banks, and old refrigerators.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

AT HOME, SCHOOL, OR WORK

Have practice periods in which children learn to enter and leave the school building in a safe, orderly manner. In these practice periods stress such things as keeping hands to self, maintaining proper space between pupils, and the necessity for refraining from pushing, fighting, or playing.

Practice safe ways of walking as a group in school. Review and discuss some of the reasons why walking safely in the building is important.

Have practice periods to help pupils learn to walk up and down the steps properly. Emphasize taking one step at a time and holding the handrail.

Demonstrate and have pupils practice the safe way of opening and closing a door. Discuss some of the accidents which may result if doors are opened and closed carelessly.

LEARNING TO LIVE SAFELY

Suggested Activities for Group I - 6 through 9 Years (cont'd)

AT HOME, SCHOOL, OR WORK (continued)

Discuss safety practices for group travel before taking a trip to a public building in the neighborhood. After the trip, have the class evaluate how well safety was practiced.

Invite a school safety patrol guard to tell about his duties and how he helps children. Let children ask questions about their obligations to obey the guard.

Develop a skit which demonstrates how the safety guard may help keep children safe from injury.

Draw pictures illustrating how the safety guard aids children. Compose chart stories to accompany the pictures.

Demonstrate the safe way of passing pencils and scissors. Provide opportunities for class to practice such safety precautions. Have pupils practice carrying chairs safely.

Practice fire drill procedures. Emphasize importance of exiting quickly and quietly.

Have children talk about why they should take medicines only under adult supervision.

Discuss the necessity of pupils' seeking adult help in situations such as lighting an oven, using a sharp knife, or taking medicine.

Demonstrate and practice the safe way of using a drinking fountain. Develop a chart showing safety practices to be followed at the drinking fountain.

Demonstrate the safe way to wipe up liquids and sweep up broken glass. Talk about the necessity for being careful when performing these tasks.

Provide sponges and clean rags for pupils who have spilled liquids. Require the pupils to wash the cloths and dry them before returning them to the storage place.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

IN LOCOMOTION

Take a walk in the school neighborhood to observe stop signs, crosswalks, and traffic signals. Emphasize safe crossing practices.

LEARNING TO LIVE SAFELY

Suggested Activities for Group I - 6 through 9 Years (cont'd)

IN LOCOMOTION (continued)

Practice crossing the street with the green light.

Discuss some safety practices to be observed while walking. Compose a chart consisting of safety practices. For example:

Are you a safe walker?
Do you take one step at a time?
Do you keep to the right?
Do you look ahead?
How do you walk up and downstairs?

Take the class to an EXIT sign in the school building and explain its meaning.

Make a replica of a street on the classroom floor using kraft paper. Have children practice crossing the street safely. Emphasize obeying traffic light signals.

Discuss the safety routines involved when crossing streets. Organize these routines on a chart as indicated in the example:

How to Cross a Street Without a Traffic Light.	How to Cross a Street With a Traffic Light.
1. Go to the corner.	1. Go to the corner.
2. Look right - then left.	2. Wait for the walk light.
3. Look behind you for turning car.	3. Walk inside the white lines.
4. Walk quickly to the other side.	4. Walk to the right.
	5. Do not run.

Explain the meaning of the caution light. Talk about the situations which require the use of the caution light. Develop a chart based upon these discussions. Review the chart often with the class.

Talk about some of the accidents which happen during inclement weather. Emphasize the pupil's need to be very careful on foggy and snowy days.

Have pupils tell the class about the route they take from home to school. Make a map of the neighborhood and have pupils mark traffic lights, stop signs, and crosswalks which must be used.

LEARNING TO LIVE SAFELY

Suggested Activities for Group I - 6 through 9 Years (cont'd)

IN LOCOMOTION (continued)

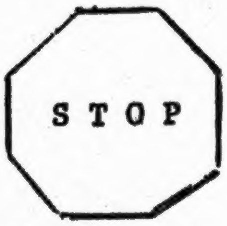
Invite the adult school crossing guard to visit the classroom. Have crossing guard tell the children how they can help him provide for their safety.

Take a bus trip with the class to the Shrine Circus, the Zoo, or a park. Discuss and practice safety rules to be followed when using public transportation.

Develop a skit in which children demonstrate safe behavior on a bus.

Develop a skit in which children demonstrate safe ways to cross streets. Have one pupil act as a policeman or crossing guard.

Have children make a display of the common traffic signs and railroad crossing signs. Make a safety notebook of do's and don'ts about each sign. The following may serve as an example:



This means STOP for cars and trucks.

WAIT for cars to stop.

Don't deface this sign.

Construct a play street on a table. Make figures from cardboard pictures attached to wood blocks. Use play cars, trucks, people, and policemen. Depict some do's and don'ts of safety in the display.

Talk about the neighborhood danger spots, such as driveways, open trenches, and excavation areas.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO LIVE SAFELY

Detailed Outcomes for Group II - 10 through 12 Years

AT PLAY OR RECREATION

1. Chooses a safe place to play independently.
2. Understands and follows safety rules.
   a. Obeys safety rules for play areas and gymnasium.
   b. Uses roller skates, bicycles, gym apparatus, and other play equipment safely.
   c. Puts toys and play equipment in proper place after use.
   d. Avoids playing with dangerous objects, such as matches firecrackers, guns, knives, unlabeled liquids, sharp pointed articles, or unfamiliar objects.
3. Does not talk with or accompany strangers.
4. Informs his parents where he is playing and returns home at designated time.
5. Knows how to get help from an adult in an emergency.

AT HOME, SCHOOL, OR WORK

1. Continues to practice safety at school.
   a. Observes entrance and exit rules.
   b. Avoids running, fighting, and pushing.
   c. Knows that policemen, firemen, and school guards help pupils live safely.
   d. Uses scissors and other sharp pointed tools carefully.
   e. Knows fire and air-raid signals and obeys them quietly.
2. Continues to practice safety measures at home.
   a. Realizes that toys and other objects carelessly placed can cause serious accidents.
   b. Begins to understand some of the dangers in using natural gas, electrical appliances, and inflammable liquids.
   c. Knows that old newspapers, magazines, rubbish, and rags improperly stored can cause fires.
   d. Warns younger children of dangers related to old refrigerators, stairs, and electrical outlets.
3. Begins to understand why medicine should be taken only under the direction of adults.
4. Realizes that signs such as DANGER, POISON, KEEP OUT, and HANDS OFF have safety meanings and must be obeyed.

Detailed Outcomes for Group II - 10 through 12 Years (cont'd)

IN LOCOMOTION

1. Continues to practice safety when using sidewalks, streets, and highways.
    - a. Respects the rights of others when using sidewalks.
    - b. Obeys traffic lights.
    - c. Faces oncoming traffic when walking on highway.
    - d. Wears something white when walking at night.
    - e. Understands the dangers of walking on or near railroad tracks.
    - f. Begins to understand bicycle safety.
2. Recognizes and avoids common dangers when traveling.
    - a. Avoids and reports fallen wires.
    - b. Avoids teasing animals.
    - c. Recognizes some of the dangers in handling and experimenting with unfamiliar objects.
    - d. Observes warning signs, such as DANGER, KEEP OFF, KEEP OUT, STOP, LOOK, LISTEN, DO NOT TOUCH, and UNSAFE.

LEARNING TO LIVE SAFELY

Suggested Activities for Group II - 10 through 12 Years

AT PLAY OR RECREATION

Develop a list of playground safety rules. Have class discuss specific playground situations, such as how to drop a bat after hitting or missing a ball; how to get out of swings and rings to avoid injury; and how to run, throw, and jump to avoid injury to self and others. Summarize and illustrate each situation in a class booklet.

Make a map of the neighborhood. Identify and mark hazardous spots with a red X and safe places with a green X. Have pupils make individual notebooks containing a list of questions which may be answered by using the safety map of the neighborhood.

Have class elect a chairman each week to supervise the use and storage of play equipment. Discuss the responsibilities of the chairman. Talk about the reasons for orderly and safe storage of play equipment.

Appoint a cleanup and safety committee to remove dangerous objects from play area. Have committee members report this project to school student council in order to encourage others to feel responsible for keeping play area safe and clean.

Encourage individual pupils to make posters illustrating factors which make a place safe or unsafe for play purposes. Posters may be shared with other classrooms.

Talk about the dangers of playing in unfamiliar areas. List some of the places which may be unsafe, such as certain wooded areas, river fronts, and abandoned buildings.

Develop a chart of questions which may help pupils recognize safe play practices. Following is a sample:

Are you Safe at Play?

Yes or No

1. Do you run between parked cars? ________
2. Are you near water? ________
3. Can you see other people nearby? ________
4. Are there fallen wires? ________
5. Are there open trenches? ________

AT PLAY OR RECREATION (continued)

Write chart stories about the safe use of play equipment. Have class demonstrate the safe use of equipment which may be used after school.

Discuss the meaning of terms safe, unsafe, accident, and precaution.

Talk about the reasons why matches, firecrackers, guns, and knives are not safe toys. Collect and discuss stories from newspapers to emphasize the dangers of playing with these objects. Have individual pupils make reports about the dangers involved in using such objects as fire, matches, guns, and bullets.

Develop a skit showing an accident or injury occurring during play. Stress the necessity of notifying an adult about the accident. Discuss the information which must be given if the accident is to be reported accurately.

Develop a skit which shows how a bully, a show-off, an agitator, or a heckler encourages unsafe practices at play.

Discuss why it is unsafe for pupils to talk with or accompany strangers. Explain why parents should know where children are playing.

Make facsimiles of safety signs found in parks and playgrounds, such as KEEP OUT, ONE-TO-A-SWING, and DO NOT STAND UP IN SWING. Display these signs in the classroom so that pupils become familiar with them.

Have a parade in which children carry safety placards. These placards should emphasize safety practices during play.

Have class make a room safety booklet. Collect pictures, poems, and short stories for use in the booklet. Organize a class committee to read the booklet to children in the primary classes.

Discuss bicycle safety. Have class suggest some rules concerning bicycle safety. Have a pupil who owns a bicycle report on the city safety code for bicycles.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

AT HOME, SCHOOL, OR WORK

Discuss the safe ways of going up and downstairs, walking in corridors, and moving about in the cafeteria. Plan practice sessions so that the children may improve in performing these activities safely.

Have a discussion concerning safety practices that should be followed when standing in line. Have children give examples of situations where line safety practices are needed in the school and community.

Practice the rules for fire and air-raid drills. Encourage pupils to reduce the time necessary to evacuate the building. Post a record of evacuation time.

Take a trip to the local fire department to talk to a fireman about home and school safety practices. Have pupils make a classroom notebook about the trip. Pupils may draw pictures and write simple stories about this experience.

Have pupils tell some of the things parents do to make a home safe.

Have pupils tell some of the things children may do to help make a home safe.

Discuss the dangers of taking medicines without adult supervision. Make facsimiles of danger symbols which appear on labels to help children recognize poisons.

Talk to the class about what they can do in an emergency at home or at school. Make chart stories about what to do when confronted with various emergencies.

Develop a skit in which one child is shown by another how to use certain ground equipment safely.

Plan a skit in which one pupil shows another the safe way to use and store materials in the classroom. Discuss why it is necessary to be careful when using school supplies.

Have pupils role-play the safe ways to play with younger children. Discuss the accidents which may result from unsafe play.

Demonstrate and discuss how to carry and pass scissors and other sharp, pointed objects. Under teacher supervision, have pupils practice what has been demonstrated.

Make posters which show what happens when safety rules are not observed. Post a check list on which various kinds of accidents are recorded. Have the class discuss why certain accidents occur more frequently than others.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

AT HOME, SCHOOL, OR WORK (continued)

Have the pupils contribute material to a classroom scrapbook which emphasizes safety practices to be followed in the home, school, and community. Pupils should be given the opportunity to work on this project in their spare time or when specific units on safety are taught.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

IN LOCOMOTION

Take the class to a street corner where traffic lights are in operation. Have the pupils practice crossing the street in accordance with traffic signals. Encourage pupils to be aware of the importance of walking quickly across the street. Upon returning to the classroom, discuss safety practices when crossing a street. Post a list of these practices.

Take the class for a walk about the school neighborhood to locate safety signs. Discuss the meaning of each sign. Have the pupils make individual notebooks in which simple explanations of each safety sign may be written. Encourage the pupils to draw appropriate pictures to illustrate the contents of their notebooks.

Make a frieze of the school neighborhood. Have the pupils indicate where various safety signs appear in the neighborhood.

Develop a skit entitled "What Does the Sign Say?" Have the pupils write speaking parts to explain what various signs say. Share the skit with other classes.

Obtain permission for a pupil to bring his bicycle to school. Have the pupil who owns the bicycle demonstrate good bicycle riding form, proper use of bicycle hand signals, and good bicycle care. Have the pupils discuss safety practices which must be observed by a bicycle rider.

Take the class to a shopping area so that the children may practice street safety when moving as a group. Upon returning to the classroom have the pupils discuss safety practices to be followed when moving as a group at a busy shopping center.

Have the class make a layout of a street so that the pupils can understand the meanings of such terms as curb, corner, crosswalk, traffic signals, and block.

Have the class learn safety poems and slogans. Organize these poems into a large booklet. Have pupils select poems which illustrate

LEARNING TO LIVE SAFELY

Suggested Activities for Group II - 10 through 12 Years (cont'd)

IN LOCOMOTION (continued)

certain safety practices.

Have pupils discuss what happens when safety rules are not remembered or practiced.

Discuss the dangers involved in hitchhiking.

Have the pupils construct a variety of model vehicles from different sized boxes. Have each pupil report to the class about his model, emphasizing the type and the safety rules which should be practiced when it is used.

Have the pupils demonstrate and practice carrying chairs safely.

Discuss, demonstrate, and practice walking slowly, quickly, and leisurely. Talk about how walking properly relates to safety. Practice ways of entering and leaving an auditorium safely.

Have pupils make puppets which may be used in discussions about safety. Organize a safety court using puppets as judges. Have pupils take turns operating puppet judges who explain the safety rules pertaining to the safety problems which are discussed.

Construct replicas of safety signs which the class should obey in traveling about the school, neighborhood, and the city. Develop chart stories to reinforce the meanings of the signs. Have the class read the signs and accompanying chart stories.

List safety hazards, such as broken glass, banana peelings, and untied shoelaces. Have pupils draw pictures and write safety limericks to help them become aware of these hazards.

Talk about the dangers involved when walking or playing on or near railroad tracks. Help the pupils understand the serious risks taken when they trespass railroad right-of-way.

Present a skit in which an adult stranger offers money to a pupil and suggests that he accompany him. Demonstrate the proper way to refuse such attentions.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO LIVE SAFELY

Detailed Outcomes for Group III - 13 through 15 Years

AT PLAY OR RECREATION

1. Understands and practices rules of safety.
    a. Avoids places which may present safety hazards, such as railroads, tunnels, and abandoned buildings.
    b. Observes basic safety rules in handling matches, fire, knives, and dangerous liquids.
    c. Observes safety precautions when swimming or boating.
    d. Uses protective equipment when participating in athletics.
2. Understands the danger of accepting invitations from strangers.
    a. Understands under what conditions one may talk with strangers.
    b. Obtains parental permission before accepting social invitations with friends.
3. Begins to know what to do in case of injury or accident.
    a. Knows to whom to report an injury or accident.
    b. Begins to know how to apply some basic first aid.
4. Begins to assume responsibility for preventing injury to others.
    a. Practices safety to protect others.
    b. Encourages others to practice safety.

AT HOME, SCHOOL, OR WORK

1. Co-operates in maintaining school safety standards by observing regulations and obeying those in authority.
    a. Uses various types of mechanical equipment for the school safely.
    b. Understands the purpose and importance of fire and air-raid drills and participates accordingly.
2. Maintains safety at home.
    a. Begins to use home equipment properly.
    b. Knows how to store and handle sharp implements, such as knives, scissors, razor blades, and ice picks.
3. Takes precautions with medicines and poisons.
    a. Places poisons out of reach of young children.
    b. Recognizes labels used on poisons.
    c. Takes medicines only as indicated.
4. Understands the function of safety personnel, such as the policemen and firemen; respects and co-operates with them.
5. Begins to take some precautions to prevent falls in the home.
    a. Fastens loose rugs; secures shaky stairs.
    b. Wipes up spilled liquid, grease, or food.
    c. Does not lean against windows and screens.
    d. Sits on chairs properly.
    e. Practices safety in using climbing equipment, such as a stepladder.

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

AT HOME, SCHOOL, OR WORK (continued)

6. Takes precautions to prevent fire.
   a. Stores and uses matches carefully.
   b. Understands that inflammable liquids are dangerous and require special precautions in storage and use.
   c. Keeps home and surroundings free of rubbish and old newspapers.
   d. Knows frayed electrical cords can cause fire.
   e. Understands the function of electrical fuses.
7. Begins to understand and plan some steps to be taken in emergencies.
   a. Has a basic knowledge of first aid.
   b. Knows how to summon the doctor, life squad, and fire department.
   c. Knows what to do in case of fire.

IN LOCOMOTION

1. Practices safety rules when using sidewalks, streets, and highways.
   a. Knows safe way of walking along highway where there are no sidewalks.
   b. Understands the danger of hitchhiking.
2. Practices bicycle safety.
   a. Observes regulations governing owning and riding a bicycle.
   b. Keeps his bicycle in good condition.
3. Understands and assumes safety responsibility when using public transportation.
   a. Observes safety rules when using public transportation.
   b. Recognizes and reports infraction of safety practices.
   c. Begins to provide for the safety of others.
4. Becomes aware of one's obligation to abide by safety regulations.

Suggested Activities for Group III - 13 through 15 Years

AT PLAY OR RECREATION

Organize the class into groups to make reports which explain why safety rules are necessary on playgrounds, in parks, on school grounds, and in the gym. Encourage pupils to listen carefully so they may answer true-false questions on the safety reports.

Have the class contribute pictures, short paragraphs, and newspaper articles to a classroom safety log. Use this log in discussions about safety.

Take a bus trip to a nearby park for a class picnic. Have a safety committee set up rules that the class should observe on the outing. Have a class discussion of rules so that all pupils may become familiar with them. Upon returning from the trip, have the class evaluate their safety performance.

Prepare a simple lunch in the park requiring the use of an outdoor grill. Demonstrate how to build, confine, and extinguish an outdoor fire safely. Have the pupils write the safety steps which were followed.

Have the pupils contribute items for a first-aid kit which should be carried on class outings. Talk about why first aid should be administered by an adult if possible.

Have the pupils make individual scrapbooks entitled "Sports Through the Seasons." Discuss safety practices and accident prevention as they relate to each sport.

Divide the class into discussion groups which analyze recreational activities in terms of safety. Talk about the safety hazards involved in handling of guns, firecrackers, and sling shots.

Demonstrate how to administer simple first aid. Show pupils how to aid a fainting person, treat a nose bleed, and what to do for minor cuts and burns.

Discuss water safety. Use filmstrips to reinforce the correct procedures to be followed.

Conduct a contest of the month for the best safety poster. Have pupils volunteer for contest participation on the basis of interest. Encourage originality. Use standard awards of blue, red, and white ribbons. Display winning posters.

Discuss the dangers involved in consorting with strangers.

Discuss the necessity for obtaining parental permission before engaging in social activities. Construct a questionnaire which evaluates the pupils' attitudes toward obtaining parental permission.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

AT PLAY AND RECREATION (continued)

Have pupils discuss the serious accidents in which they have been involved. Organize a panel of pupils to discuss how these accidents could have been prevented.

Discuss the meaning of "Bicycle Area," "..... not permitted," "In Case of Emergency," "No Trespassing," and "Not Responsible for Injury."

Role-play reporting accidents to supervisory personnel on playgrounds.

Have pupils browse through family magazines for pictures of young children at play. Have pupils make a notebook of the pictures which show safe games which young children may play.

Discuss the safety precautions which should be observed when swimming.

Make a display of safety cartoons showing do's and don'ts of swimming, fishing, and boating. Have the pupils interpret the meanings of the cartoons to the class.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

AT HOME, SCHOOL, OR WORK

Have class practice fire drills so that evacuation becomes quick, orderly, and habitual. Post an evacuation-time chart to help motivate the class to improve its performance.

Take a tour around the school building. Introduce the safety rules and regulations which are unique to the school. Have the class discuss the necessity for these safety rules and regulations. Emphasize that safety practices must become habitual.

Discuss the importance of safety inspections conducted in the home. Have the pupils list and discuss the reasons for chimney, basement, wiring, and heater inspections.

Make a list of questions which pupils may be asked during home safety inspection. Discuss why individuals should respect and co-operate with safety inspectors.

Help pupils understand the danger of some home safety hazards, such as frayed electric cords, broken steps, gas odors, and leaking water pipes. Talk about what should be done when these safety hazards are found in the home.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

AT HOME, SCHOOL, OR WORK (continued)

Demonstrate and discuss the safe use of common household equipment, such as the can opener and kitchen knife. Explain how accidents could result from improper handling of household equipment. Emphasize the importance of reading or talking over operating instructions before using a piece of household equipment.

Urge pupils to help label medicines at home by placing adhesive tape or sandpaper strips on dangerous bottles.

Discuss the safe storage of inflammables in the home.

Have the class construct a home safety check list. Encourage pupils to use this list to detect safety problems in their homes.

Discuss the safe way of handling matches, knives, razors, and sharp or pointed instruments.

Have the class cut out pictures and make booklets showing safe practices in use of tools, furniture, and appliances in the home.

Discuss the dangers of handling electrical equipment near water.

Discuss what to do if there is a fire or air-raid drill when the teacher is absent from the room, when the class is in transit, or if a pupil should be out of the room.

Discuss why food, refuse, and water should be kept off the floors.

Discuss reasons for proper storage, labeling, and corking of poisons.

Talk about what to do in an emergency. Emphasize the importance of remaining calm.

Have a skit in which one pupil shows another how to store such liquids as gasoline, kerosene, and turpentine safely.

Discuss and demonstrate what to do in case someone's clothing catches on fire.

Demonstrate how to care for an injured person while waiting for a doctor. Stress the need for covering and not moving an injured person.

Invite the school custodian to demonstrate the use of the fire extinguisher. Discuss the operation of home and automobile fire extinguishers.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

AT HOME, SCHOOL, OR WORK (continued)

Demonstrate how to replace worn electric plugs and cords. Allow pupils to practice making these repairs.

Have pupils plan individual safety projects, such as making metal holders for matches, making racks to hold sharp instruments, or decorating metal containers to store oily rags.

Have the class discuss some of the common emergencies. Have the pupils explain what they would do in these emergencies. Have the pupils listen and evaluate the contributions of the class.

Have pupil committees write simple paragraphs on safety problems. Have pupils discuss problems and write solutions for them.

Arrange for the class to visit local plants and business houses. Have pupils report ways that safety was practiced.

Take a trip to a construction area. Have the class observe the use of safety practices on the job. Discuss observations upon return to class.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

IN LOCOMOTION

Have a committee write a letter to the Cincinnati Police Department asking for a list of the most frequent causes of street accidents. Study the list and use it as a basis for discussion of accident prevention.

Have an officer from the Youth Aid Bureau talk to the class on safety, emphasizing the danger of consorting with strangers.

Have pupils who ride bicycles discuss why a bicycle rider has responsibilities comparable to those of automobile drivers. List the responsibilities which the pupil must assume if his bicycle is to pass safety inspection.

Have the class develop and post a list of pedestrian safety rules. The pupils can refer to the Civil Section of the telephone directory for some of these rules. Urge pupils to memorize pedestrian safety rules.

Discuss the American Automobile Association's monthly safety slogans. Have the pupils write or find limericks which represent an applica-

IN LOCOMOTION (continued)

tion of the rule.

Discuss safety practices when using public vehicles. Talk about respect and consideration for others as a means of encouraging safety.

Take the class to the control tower of the Union Terminal to observe how safety is practiced by the railroad. This trip should illustrate that safety must be planned. Have the guide talk to the class about railroad safety practices, safety devices and signals, dangers of hopping freight trains, and the proper passenger conduct. Follow up the trip with a list of short-answer questions to determine how well pupils observed safety practices.

Discuss reasons why traffic laws must be enforced and why offenders must be penalized.

Discuss the safe way of walking on a highway.

Talk about such things as wearing something white at night, walking facing traffic, and the dangers of hitchhiking.

Discuss how quiet streets can often present more safety hazards than a busy intersection. Have the pupils illustrate some of these hazards.

Discuss pedestrian carelessness, such as not looking before stepping away from the curb or before crossing the street.

Talk about safety as a personal responsibility. Emphasize that safety should be practiced even in the absence of signs, signals, and traffic officers. Point out that being right does not relieve you from the responsibility of providing for the safety of others.

Make a list of traveling situations which require a person to make an on-the-spot safety decision. Use this list for the basis of discussions.

Have the class compose a list of safety questions which may be incorporated in a self-rating check list. Explain the purpose of the check list as a way to improve safety practices.

Present a skit in which a pupil prevents an accident on a bus or while boarding a bus.

Have pupils compose safety slogans for the school. Submit the slogans to student council with recommendations that they be placed in accident-prone areas.

IN LOCOMOTION (continued)

Present a skit in which a pupil prevents a small child from having a serious accident on the way to school.

Have the pupils conduct a school accident survey. Have pupils summarize the survey results on a chart which illustrates incidence of various accidents. Have the pupils suggest ways to reduce frequency of school accidents.

Discuss some civil defense provisions. Have pupils collect civil defense pamphlets and report what action should be taken in certain emergency situations.

Organize the class into two teams to play the game Safety-Fact-or-Down. This game is played with rules similar to a spelling bee. The teacher presents a safety sign, signal, or a situation to the team members. They respond with the correct safety fact, or sit down. The winning team will be the one with the last team member standing.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO LIVE SAFELY

Detailed Outcomes for Group IV - 16 through 18 Years

AT PLAY OR RECREATION

1. Initiates and provides for personal safety in recreational activities, such as hunting, fishing, horseback riding, picnicking, and swimming.
2. Understands the dangers of associating with strangers.
    a. Knows inherent dangers in befriending strangers at public places.
    b. Keeps parents informed of his whereabouts.
3. Knows procedures to follow in cases of emergency.
    a. Knows how to call police and fire department.
    b. Knows how and when to call a doctor.
    c. Knows not to move an injured person.
    d. Knows how to give minor first-aid treatment.
    e. Knows what to do in case clothing catches on fire.
4. Assumes responsibility for promoting safety of others in recreational activities.
    a. Is concerned for the safety of others in all recreational activities.
    b. Insists that others practice safety.
    c. Takes precaution to insure safety of younger children.

AT HOME, SCHOOL, OR WORK

1. Understands and practices safety at school.
2. Understands and practices safety at home.
    a. Knows how to use household appliances safely.
    b. Knows the dangers of fumes from space heaters and automobiles.
automobiles.
    c. Practices safety in using, handling, and storing household chemicals.
    d. Practices safety in replacing fuses and in using electrical equipment.
    e. Practices fire prevention.
    f. Takes precautions to prevent falls.
3. Takes precaution to insure safety of younger children.
4. Understands and practices safety at work.
    a. Understands the necessity for obeying safety rules at one's place of employment.
    b. Knows that certain work laws are designed for the safety of workers.
    c. Knows that unsafe job practices should be brought to the attention of the employer.

LEARNING TO LIVE SAFELY

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

IN LOCOMOTION

1. Practices safety as a pedestrian.
2. Understands the responsibilities one has for the safety of others while driving or riding in an automobile.
    a. Understands and respects laws and regulations governing the use of motor vehicles.
    b. Understands that he must know how to operate a motor vehicle skillfully.
    c. Understands what to do in case of an accident.
    d. Obeys regulations relative to vehicle inspection.
    e. Understands that proper maintenance of any vehicle is necessary for safety.
    f. Knows the meaning of highway and traffic signs.
3. Assumes safety responsibility for self and others when using public transportation.
4. Understands his obligation to abide by safety regulations.

LEARNING TO LIVE SAFELY

Suggested Activities for Group IV - 16 through 18 Years

AT PLAY OR RECREATION

Have pupils plan an excursion to a public park. Organize committees to be responsible for development of safety rules for the excursion,

Have a pupil committee make a list of things to be considered in selecting a safe swimming place. Discuss the list in class to see what places in the locality meet the safety requirements listed.

Have individual pupils develop a check list to be used in evaluating safe group behavior.

Discuss why a person should go to and from public events with trustworthy companions.

Discuss and demonstrate how to carry and use a gun safely during hunting and target practice.

Discuss the possible dangers of associating with strangers.

Discuss why it is a good practice for pupils to inform parents of their whereabouts and how long they expect to be away. Point out that this practice will enable parents to contact them if an emergency arises.

Discuss why it is a good practice to have companions when hunting, swimming, horseback riding, and boating.

Discuss safety measures which should be exercised when one goes swimming. Display posters showing safe swimming practices.

Invite an expert to visit the class to give a demonstration of first-aid practices.

Develop a skit showing how to politely but firmly reject advances of a stranger.

Develop a skit in which a member of a group has a serious accident. Show the proper behavior of the group in such an emergency.

Present a skit in which a pupil finds it necessary to call several sources before help can be secured in an emergency. Pupils should be prepared to meet these situations.

display posters showing safe ways of lighting and extinguishing various types of fires.

Discuss safety practices in supervising the play of young children.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

AT HOME, SCHOOL, OR WORK

Demonstrate precautions one should exercise in using various household appliances. These demonstrations may be presented in the home economics room.

Have a committee locate and list safety hazards in the classroom and the school. Use this list in classroom discussions on safety.

Have each pupil make a list of hazards commonly found in the home. The list may be used for discussing what should be done to correct these hazards.

Take a trip to the gas and electric company for a demonstration concerning the safe use of gas and electrical appliances.

Have a committee study the hazards of lightning. The committee may prepare a report of its study concerning what precautions may be taken to reduce lightning hazards.

Have a committee submit a report on safety measures to be observed in cold weather. Talk about such practices as proper ways of thawing pipes, using salt to melt ice on steps, preventing overheating of furnaces and stoves, and the necessity for safe ventilation of space heaters.

Discuss procedures to follow in case of atomic attack. Booklets prepared by the Civil Defense Authority may be used as the basis for the discussion.

Invite a fireman or safety inspector to visit the class to lead a discussion on why it is necessary to have properly vented space heaters.

Discuss safety hazards which may result when pupils engage in horseplay at school, home, or work.

Discuss what to do in an emergency resulting from a fire, an air raid, or an explosion.

Discuss on-the-job safety rules. Emphasize observance of state safety laws and prohibitions, such as no smoking, no loose clothing, and the use of protective glasses and machine guards.

Discuss to whom and how one should report safety violations on the job.

Demonstrate the use of a home fire extinguisher and discuss ways of preventing spread of fire.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

AT HOME, SCHOOL, OR WORK (continued)

Discuss the dangers of overloading electrical circuits.

Secure the leaflet entitled "Driver License Question and Answer Examination." Discuss the questions in the leaflet in preparation for a driver's license test.

Take a trip to a Driver License Examination Station to see how a driver's license test is given.

Secure a list of the schedule of demerit points for vehicle law violations from the Department of Highway Safety. Discuss the list and the reasons for the demerit system.

Have pupils bring in newspaper articles regarding traffic accidents in the city. Discuss how these accidents might have been avoided.

Secure booklets published by the National Safety Council. Read and discuss the safe driving practices explained in these booklets.

Secure information on automobile insurance from various insurance agencies. Use this information as a basis for a discussion concerning the types and cost of automobile insurance.

Discuss why vehicles must be kept in good mechanical condition.

Discuss why a safety check on vehicles in Cincinnati is required.

Discuss the requirements for securing a chauffeur's license.

Discuss the provisions of and the reasons for the Accident and Safety Responsibility Law.

Discuss the necessity for good physical condition and adequate rest for the safe operation of a motor vehicle.

Discuss some reasons why driver insurance is more expensive for teen-agers.

Have a committee observe pedestrian behavior at intersections. Discuss the committee's observations, and relate them to safety practices.

Discuss why courtesy is the basic safety rule in locomotion.

Display and discuss posters which illustrate street and highway warning signs.

Discuss safety rules for passengers on trains, airplanes, and long-distance buses.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHAPTER VI

Persisting life problem #3

Learning to communicate ideas

SPEAKING
LISTENING
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"The cultural distillate of a thousand centuries would be lost to you if you were deprived of your ability to understand and use words."

The Cincinnati Speech Reader

CHAPTER VI. PERSISTING LIFE PROBLEM #III.

LEARNING TO COMMUNICATE IDEAS

Introduction

Definition

Learning to communicate ideas is a persisting life problem which involves the acquisition of the essential habits, attitudes, understandings, and skills which commonly represent one's ability in the areas of reading, oral and written communication, listening, and arithmetic.

The School Program

Point of View

Every child or youth -- slow, average, or rapid learner -- must learn to read, to speak and listen, to write and spell, and to compute and solve problems with reasonable skill and accuracy. Through these ways of communicating ideas, the child comes to understand life around him. Because he can communicate ideas, he is able to associate with and be accepted by adults and by his peers. From year to year, the slow learner's need to understand and utilize spoken and written symbols of language increases. Early in life oral communication skills aid the slow learner in achieving his place in his family circle, school, and neighborhood. As he grows older, he must not only communicate orally and act upon what he hears, but he must be able to interpret and act upon what he sees in printed form. In the course of daily living, he will need to read and understand the information that he sees on the street and in the school, store, bank, or factory. He will want and need to read newspapers, comics, bulletins, letters, and occasionally magazines, as others do. He will have writing needs, too, consisting primarily of such activities as signing his name, recording and sending simple messages, making shopping lists, filling out application and personal data blanks, and writing simple letters. He will also need to develop the ability to listen effectively. Effective listening skills will aid him in the classroom, in traveling and moving about, in following directions on the job, and in small group and large audience situations. He will also need to acquire basic computational skills in order to handle money, to make measurements, and to do the other simple calculations necessary in the course of daily living. The mastery of the fundamental skills used in communicating ideas is of paramount importance to the slow learner if he is to meet the demands associated with successful living.

The sequence in which a pupil masters any of the fundamental skills necessary to communicating ideas is much the same whether he is a rapid or a slow learner. He expresses himself orally in simple phrases and sentences before he begins to use many complex language forms. He develops basic skills of oral communication before he learns to read or write. He recognizes words by their general configuration before he develops skills in identifying them by their sound elements. He learns to count, add, and subtract before he acquires skill in multiplication and division.

Point of View (continued)

The rate at which a slow learner learns new skills in communicating ideas, however, is roughly proportional to his I.Q.

The level of competence to be expected of the slow learner is better indicated by his mental age than by his chronological age. Chronologically he will be eight, nine or ten before demonstrating any appreciable readiness to learn the reading and number skills typically mastered by the normal child in the first grade. Upon reaching adulthood, he may be expected to have achieved approximately the level of competence in skill subjects normally attained by a fourth or fifth grader.

Experience has shown that for some slow learning children the mastery of skills other than those of oral communications is extremely limited. Usually children with I.Q.'s of 55 and below will have difficulty attaining more than the most limited ability to recognize and reproduce written symbols.

Almost universally, slow learners come to school in need of an extended readiness program before they can begin to handle successfully number symbols and written communication. Because slow learners often come from limited environmental and experiential backgrounds, they have significantly poorer language usage and number concepts than normal children of comparable mental ages. Consequently, there will be a need for the school to provide many concrete experiences as readiness activities for the development of these skills and understandings. In addition, slow learners as a group tend to mature less rapidly than more able youngsters. There will be some, therefore, who are less mature than the typical pupil of the same chronological age. They will frequently display short attention spans, interests and needs for physical activity similar to those of younger children. In the case of some youngsters, there will also be differences in perception resulting from brain damage. All such factors will affect substantially the slow learner's ability to acquire the skills necessary for the communication of ideas.

There are few methods for helping slow learners develop fundamental skills that are distinctly different from those employed by teachers of regular classes. Slow learners learn to speak, read, write, and calculate in much the same way as do all children. They can be expected, however, to arrive at generalizations more slowly and to see relationships less readily. It will be necessary to provide many concrete experiences in order to give them ample opportunity for practicing newly acquired skills. The teacher of slow learners can expect to help his pupils achieve higher levels of skill development only through planned sequential experiences, each requiring a slightly higher level of competence than the ones preceding. Only by such precautions can mastery of skills be assured.

Because of the reduced rate at which slow learners acquire skills, the use of textbooks designed for use in regular classrooms will pose many problems. Typically, these materials do not provide for the very gradual

Point of View (continued)

introduction of new concepts nor for the abundance of repetition needed by slow learners. As these pupils grow older, the use of texts designed for the regular grades will present even greater problems. In the great majority of books, the level of reading difficulty and the interest level are closely correlated. As a result, much of the reading material graded at a level that the slow learner is capable of comprehending will have little appeal, interest, or value to him. The problem of finding material that has both interest and value to the adolescent slow learner who reads on a second to fourth grade level is critical. It is important when selecting textbooks, to give attention both to the problems that will be posed by the rate at which new skills and concepts are introduced and to the appropriateness of the content for the age group with which the text will be used.

Regardless of how carefully texts are chosen, teachers of slow learners must plan to provide much supplementary classroom experience. This is essential for the practice and reinforcement of learning required if slow learners are to become thoroughly competent in using newly acquired skills and concepts. It is very important, therefore, that the teacher of slow learners be able to identify opportunities that lend themselves to providing realistic practice in skills of communicating ideas in daily classroom activities. This means that the teacher must prepare reading materials, worksheets, and other types of practice devices needed to make the most of learning opportunities. Even less than the teacher of normal children can he rely on the sequences of activities in a textbook to provide the needed practice devices. It follows that the teacher of slow learners must be thoroughly familiar with the sequence in which new skills need to be developed. He must capitalize upon all available classroom opportunities to develop effective communication skills.

LEARNING TO COMMUNICATE IDEAS

The Reading Program

Procedures, Techniques, and Methods in the Reading Program

Slow learners acquire reading skills in much the same way as do other children. As with pupils in the regular grades, procedures that are effective with some pupils will not work equally well with others. Teachers of slow learners, like teachers of normal children, must be able to vary their methods and materials in the light of the needs of individuals. However, an orderly and systematic development of reading skills is of paramount importance, regardless of the adjustments made for individual needs. Attention must be given in the reading program to the development of reading readiness, a sight vocabulary, word attack skills, and comprehension skills.

One of the basic considerations in teaching slow learners to read is that of developing desirable attitudes toward reading activities. If a child has spent a year or more in regular classrooms before being identified as a slow learner, he will undoubtedly have met failure and frustration with regard to the reading program. It is quite possible that the books used for his reading experiences in the special class may be identified by him as those with which he failed previously or as books being used by younger brothers or sisters. Furthermore, he may come from a home where there are indifferent attitudes toward reading. The cumulative effect may be an attitude of withdrawing from any reading experience together with an expectation of failure. These are attitudes the special class teacher must change if pupils are to make progress in learning to read. Precisely how this change will be effected will depend upon the particular youngster. There are, however, some techniques which teachers have found generally useful. They are:

Provide materials that are new, interesting, and simple enough to guarantee a measure of immediate success.

Avoid presenting reading matter which the slow learner has failed previously, even though this may mean writing special reading materials for him.

Make sure that the pupil is aware of his reading progress; give recognition for any small success he achieves.

Increase the difficulty of his reading tasks very gradually; safeguard as far as possible his chances for repeated success.

Provide ample, easy, interesting material that will encourage him to continue to practice his growing skill.

Encourage him to compete with himself, not to compare his accomplishments with those of other pupils.

LEARNING TO COMMUNICATE IDEAS

Planning Readiness Activities

The reading program for the young slow learner will need to include extensive readiness activities. Although no single mental age has been established as a point below which children cannot learn to read, it is safe to assume that a mental age between six and six and one-half will be needed before there will be any marked progress in learning to read. Consequently, most slow learners will be nine or ten years old before they are ready to make a real beginning in formal reading. This means that the reading experiences for the slow learner's first two or three years of school need to be in the nature of readiness activities. These activities should serve several major purposes. First, they should help children develop those habits and skills needed to operate as effective class members. Second, they should build the general experiential and conceptual background so necessary to reading. Third, readiness activities should be designed to build those specific skills which the pupil will need in order to begin to read. Among the most important of these are language skills, such as the ability to express one's needs, to follow directions, to relate one's experiences to others, and to understand what others are trying to convey. Interpreting and creating stories from pictures is another major skill developed in the readiness program. In addition, there is a need for many experiences that build acquaintance with books and stories and the purposes of printed words, such as story hours, name tags, helpers' charts, and the like. There also should be planned experiences to develop specific skills in auditory and visual discrimination and left to right progression.

The transition from prereading experiences to the initial stages of learning to read is a gradual process. Pupils are usually ready for beginning reading activities when they begin to attach specific meaning to the configurations of the words in frequent use around the classroom. This is demonstrated by their ability to identify their names, to identify their responsibilities as listed on a room helpers' chart, and to recognize and repeat words on experience charts, room labels, and bulletin boards. At this point there will be need for a definite systematic program of word recognition.

As with other pupils, the first step in beginning reading for the slow learner is to build a stock of words which he can recognize by general configuration. These words later become the basis for his word analysis activities. Even though he begins to acquire a sight vocabulary, he will continue to need experiences for language development. Continuing emphasis on auditory and visual discrimination will help him initially in learning sight words and later in learning to work out pronunciation of words for himself.

Developing a Sight Vocabulary

In the beginning stages of the reading program it will be necessary to help the slow learner develop a considerable stock of sight words. Sight words are those words that are learned as whole words and recognized by total configuration clues rather than by letter sounds. They are the words that the child recognizes instantly in any reading setting.

Developing a Sight Vocabulary (continued)

Because he does not grasp readily the intellectual processes of using phonetic or structural elements as aids in the recognition of new words, the slow learner will need to acquire a greater proportion of his reading vocabulary as sight words than will the normal child. Furthermore, because he will acquire slowly and with considerable effort those skills in phonetic and structural analysis which he eventually does learn, the slow learner should be provided with a larger sight vocabulary than the normal child before any effort whatsoever is made to help him develop independence in word attack. Most of the reading vocabulary through the primer and first reader levels should be taught as sight words. Even after a beginning is made with older slow learners toward developing word analysis skills, there will be many words which should be taught as sight words, such as place names, personal names, words which pose difficult word analysis problems.

Words which are taught as sight words will be mastered only if they are given ample repetition in meaningful settings. Before a story is read, any new vocabulary should be printed on the blackboard or on word cards. The children should be told what the word is and encouraged to participate in as much discussion as needed to make the meaning clear. The word should then be used in a meaningful reading context and repeated in a variety of contextual settings. For slow learners, and even for normal children, this repetition needs to be provided not only through the basal reader materials, but also through a variety of classroom experience records and special vocabulary charts.

Special care needs to be taken in introducing words whose meanings are unfamiliar. Frequently, pictures or firsthand experiences are needed to make the meanings clear. Because the slow learner often has a limited background of experience, introduction of new words may profitably employ picture dictionaries, picture flash cards, and workbook exercises with pictures. Once pupils are beyond the first stages of beginning reading they can be encouraged to develop their own personal dictionaries or files of new words. Often these dictionaries and files can be illustrated with drawings or pictures cut from magazines. Teachers have also found it effective to develop sets of flash cards which can be used as a basis for a variety of word games and quick reviews.

Even with normal readers, whose facility with word analysis techniques exceeds that of slow learners, teachers continue to build vocabulary lists and to use other sight recognition devices as aids in mastering difficult personal and place names, nonphonetic words, and words posing difficult word analysis problems. This procedure is even more important in the case of older slow learners. Not only will they be less adept in their independent approaches to such words, but they will be less likely than normal children to possess the word as part of their speaking or listening vocabularies. As a result, they will be much less likely than normal children to be able to deduce the word from a combination of word analysis and context clues. Many of the techniques for developing sight

Developing a Sight Vocabulary (continued)

vocabulary useful with beginners will continue to be valuable. It is the wealth of interesting and meaningful repetition that guarantees that the slow learner will develop an effective reading vocabulary.

Because the teacher of slow learners is likely to be supplementing the stories in a basal reader series with a variety of teacher prepared reading materials and experience records, he is often faced with the problem of choosing certain words to be stressed as sight vocabulary. The fact that more repetition of basic vocabulary is needed for the slow learner than for the normal child makes it even more important to consider carefully which words will be stressed. Generally, a sight vocabulary for beginners should be drawn from two sources, the child's speaking vocabulary and words found most often in primer and first-grade reading materials. Word lists compiled by authorities in reading may also be consulted in determining which words the slow learner will meet most often in subsequent stages of reading. Some of these lists are:

(1) W. W. Dolch, "A Basic Sight Vocabulary," Elementary School Journal, Volume XXXVI, (1936), also Volume XXXVII, (1936), pp. 268-272

(2) L. L. Krantz, The Author's Word List for the Primary Grades, Curriculum Research Company, Minneapolis, Minnesota, 1945

(3) Stone, Charles R., "Measuring Difficulty of Primary Reading Material: A Constructive Criticism of Spache's Measure," Elementary School Journal, Volume LVII, October, 1956, pp. 36-41

(4) Borreca, Burger, Goldstein, and Simches, "A Functional Core Vocabulary for Slow Learners," American Journal of Mental Deficiency, October, 1953.

Developing Skill in Using Context Clues

After the slow learner develops a stock of sight words and learns to get meanings from simple sentences and paragraphs, he needs to acquire skills that will help him attack new words independently. Probably his first method will be to make use of context clues. In fact, if getting meaning from what is read is stressed, the learner will make use of context clues as aids to sight recognition almost from the beginning. Very early he will use the picture accompanying the reading material as a clue to a new word or to one he does not quite remember. As he grows more mature in the reading process, he should be encouraged to read the entire sentence and then decide what the unfamiliar word is likely to be. Context clues alone are not enough to help the learner identify a new word for certain unless he also uses the general configuration of the word or some of its phonetic or structural elements as a guide. Because he does not see relationships readily, the slow learner will be even less reliable than the normal child in his identification of new words if he tries to use context clues alone. Even so, he should be

Developing Skill in Using Context Clues (continued)

encouraged to use the context consistently to check on the accuracy of his recognition of words. Merely calling or naming words accurately aloud is not evidence of true reading skill in any child. Teaching the slow learner to think about the meaning of what he reads as he struggles with words is one way of guaranteeing that he will read with comprehension.

Developing Skill in Word Analysis

To read independently the slow learner must develop facility in attacking new words for himself. This calls for skill in using both structural and phonetic analysis. Skills in structural analysis (using the form elements of words) and phonetic analysis (using sound elements) will usually be developed concurrently. In fact, among the first types of analysis a pupil learns to make is the adding of an s to a familiar root. This is elementary structural analysis. Soon the pupil also begins to use initial consonant sounds as an aid in word recognition. This approach to new words is phonetic analysis.

In order to use either phonetic or structural analysis to attack new words independently, the pupil must acquire three basic skills. First, he must associate the printed letters with their sound elements. Second, he must be able to identify in a new word the letter combinations that will help him pronounce it. Third, he must be able to blend the sound elements he pronounces so that the result is a recognizable word. These are skills that require extensive practice in the case of the pupil who learns slowly.

Teachers of slow learners need to be fully aware of the limitations of their pupils in learning to identify sound elements and to recognize them in new words. Slow learners will not grasp the basic principles of word analysis readily, nor will they make the number of independent discoveries of new sound elements that are made by the normal learner. The word analysis programs provided in basal readers have generally been developed for the normal learner. At the primary level these programs typically stress sound elements a slow learner can be expected to grasp, such as initial consonants and consonant blends, common endings, and small words which appear frequently as parts of larger words. Even at the primary level, however, there may not be sufficient provision for the systematic teaching of new elements and for the repeated use of these in attacking new words to meet the needs of the slow learner. The advanced word analysis activities provided for normal learners in the intermediate grades typically demand a degree of generalization and an ability to make fine discriminations that are beyond the capabilities of most older slow learners. Teachers of slow learners must be prepared to select the word analysis items that slow learners can master and to provide the extensive practice needed to develop effective skills. The slow learner must be acquainted with sound elements gradually and systematically. He will need to have specific practice with each new element. He cannot be expected to grasp and apply complex rules at any age level.

Developing Skill in Word Analysis (continued)

During the readiness and beginning stages of reading, the teacher will need to help the slow learner build a firm foundation for word analysis. Until a pupil can hear obvious similarities and differences among words and see common elements in words in print, he will not profit from formal instruction in phonetic and structural analysis skills.

Some activities which contribute to readiness for word analysis are: (1) identifying orally rhyming words, (2) finding words with the same beginning sounds, (3) comparing and identifying visually, groups of words which begin or end with the same letters.

The beginning instruction in phonetics should develop the learner's visual and auditory perception to the point that he associates beginning consonant sounds and common endings with the appropriate letter names that he sees in print. The procedure that is usually most successful in helping a pupil learn to identify sound elements (beginning consonants, endings, smaller words as parts of larger ones, etc.) is to give him an opportunity to study two or three familiar words so that he both hears and sees the desired letter or letter combination. This means that he needs a stock of words with which he is thoroughly familiar as a basis for comparison. Thus, readiness activities for word analysis for the slow learner will need to be continued until he has a sight vocabulary of about two hundred words. He usually will be reading at second grade level before he is ready to profit much from formal instruction in word analysis techniques.

The aims of early activities in word analysis should be ;(1) to accustom the pupil to studying words, such as boy, baby, and big in order to see that they start with the same letter and to hear that they begin with the same sound; (2) to teach him the sounds made by the letters or letter combinations appearing most frequently in his reading matter; and (3) to teach him to use the sound elements he is learning to unlock unfamiliar words. When a basal reader series is used for the majority of the pupil's reading experiences, the information provided in the teacher's manual will be one of the most helpful guides to which sounds should be stressed early. However, most teachers of slow learners supplement a basal reader series with a variety of teacher prepared reading materials and experience records. As a result, the sounds being repeated most frequently for any one group of children may not be precisely those listed in the manual to a reader series. Typically, however, the sounds likely to be most useful in unlocking primary reading vocabulary are: (1) s and other common endings; (2) initial consonants; (3) small words (at, it, an, eat, ill, and is)which appear as parts of larger words; and (4) other elements appearing frequently in word families (ike, ake).

As he grasps each new sound element, the pupil should, of course, be expected to put it to use in unlocking unfamiliar words in which it occurs. Authorities disagree as to the degree of flexibility that should be expected of the slow learner in this aspect of the word analysis process and, therefore, as to the degree of flexibility that should

Developing Skill in Word Analysis (continued)

be used by the teacher in deciding upon the order in which sound elements should be introduced. Hegge and Kirk,[1] for example, have worked out a detailed plan based on the theory that the child can be taught to work with letters or groups of letters spelling individual sounds. The child blends the sound elements into the new or unknown words. For example, the child attacks the word man as having three separate sound elements, m-a-n. These elements are then blended together.

Other persons advocate the use of phonograms. Under this system the pupil is encouraged to unlock the word using as large an element as he can identify. Thus, he might see man as m-an, or knowing take, be able to recognize the phonogram ake in such unknown words as lake, bake, or cake. Often the element is a rhyming element, but not always. The pupil may recognize into because he knows in and to, or possibly work out man because he knows that it starts like mat. With this approach, a teacher might be stressing an initial consonant one day and a rhyming element or a small word as part of a large one the next. Unquestionably, the slow learner will not be so versatile in his approach to new words as the more able learner. He will discover fewer new sound elements for himself and therefore will need a more systematic introduction to each sound or phonogram he is expected to master. He should certainly be given ample experience with whichever sound elements and word-plus analysis processes he seems to understand best.

The typical program of word analysis for normal readers in the intermediate grades demands a level of understanding of which slow learners are usually not capable. Generally, even slow learners at the high school level will not acquire word analysis skills much beyond those of an able third grader. The slow learner is not likely to handle with ease rules governing silent letters, soft and hard sounds of consonants, long and short vowels, and syllabication. The program in phonetic analysis for older slow learners should concentrate rather upon teaching some of the less common of the two- and three-letter consonant blends.

Older slow learners can be helped to learn to use more advanced types of structural analysis. They can be expected to attack compound words and to learn simple contractions of known words. They can also learn to look at the structure of words in order to recognize the basic word roots to which endings, prefixes or suffixes have been added to form new words. At this level, slow learners can be taught to recognize the common prefixes and suffixes, such as in, pre, un, er, ly, ful, est, ed, ing. Minor changes in the form of the word may make structural analysis difficult, however. For example, the slow learner will often have difficulty understanding such root changes as when the word cry is changed to cried or when the word calf is changed to calves. Only the most elementary syllabication of words can be taught to the slow learner. He cannot

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[1] Hegge, T. G., S. A. Kirk, W. D. Kirk, Remedial Reading Drills, Ann Arbor Michigan: George Wahr Publishing Company, 1936

Developing Skill in Word Analysis (continued)

be expected to learn to apply rules related to syllabication, but he should be able at least to see familiar elements in a two or three syllable word (be-side, any-thing).

In summary, there are several factors related to the teaching of word analysis skills that teachers should keep clearly in mind. First, it should be understood that phonics instruction for slow learners must follow a systematic instructional plan or method. A method of instruction that relies heavily on the pupil's ability to identify sounds for himself will help the slow learner develop proficiency in the use of word attack skills.

Second, it is essential that teachers understand thoroughly the skills they wish to develop or if it seems desirable, to follow a system such as that proposed by Kirk, which they must understand thoroughly.

Third, phonetic analysis should be recognized as only one of several word attack skills that slow learners can use to recognize new and unknown words.

Fourth, it should be understood that the major objective of instruction in word analysis is to provide the child with another means of gathering thought from printed symbols. Word analysis is merely one tool of many that helps to bring about better comprehension of printed material. Throughout the grades the program for slow learners will need to continue to include provisions for the development of sight vocabulary and for stress upon context clues. Perhaps most important, it must be a program centered primarily on assisting the child to comprehend what he reads. Proficiency in sounding words correctly, no matter how well it is developed, does not guarantee intelligent comprehension.

Developing Comprehension Skills

The basic goal of any reading program is to develop the ability of the learner to get meaning from what he reads. Comprehension should be the objective of all reading activities at all grade levels. If they are not to become word callers, slow learners must be given continuous help in developing comprehension skills. It is important for teachers to recognize the most essential of these skills.

First, in order to understand what he reads, the slow learner must not only recognize words, but he must associate these words with a background of experience. The building of this background of experience begins at the readiness level and continues throughout the pupil's entire school career.

Second, the slow learner must learn to handle thought units of increasing complexity and length. In the beginning he will be reading short sentences and one or two sentence paragraphs. By the time he is ready to leave school, he will be trying to follow the thought, through paragraphs that are several sentences in length and through stories or informational materials that are several pages long.

Developing Comprehension Skills (continued)

Third, the slow learner must develop skill in making simple adjustments in his approach to reading matter in terms of his purposes. He must be able to do the careful reading required in the accurate reading of directions or locating a specific item of information. He must also be able to read a simple story rapidly for the enjoyment of its plot. The materials which younger slow learners are capable of reading will call for a minimum of such adjustments; but by the junior high school level, pupils should be turning to reading matter of approximately third and fourth grade level for a variety of purposes.

Fourth, the slow learner will need to develop some basic reference skills. Younger slow learners will work mainly with story type materials. From the junior high school level on, pupils will have increasing needs to learn how to handle materials with formats different from the typical story setup. They will need to learn to interpret simple maps and graphs used to supplement the context. Older pupils should develop at least minimum skills with such reference aids as the glossary, the index, and the table of contents. Older pupils will also need to learn to use such reference aids as the dictionary, the telephone book, and the newspaper. From the ninth grade, particularly, the reading program should be planned to equip the slow learner to handle the kinds of materials that will be confronted by most adults.

Building comprehension skills calls for a reading program extending throughout the slow learner's school career. He will need specific experiences to develop each comprehension technique. Special practice with materials of increasing difficulty should be provided even through the high school grades.

If comprehension skills are to be developed effectively for slow learners, it is important that all reading activities stress meaning. Teachers need to stress purpose in all reading activities. Like other pupils, the slow learner will read more accurately if he knows precisely why he is reading before he starts. He will learn more effectively to adjust his techniques to his purpose if he knows whether he is reading to answer a question, to follow directions, or for personal enjoyment. Understanding is also increased by such activities as discussion, recalling main events, details, sequences, giving the answers to questions, retelling stories in one's own words, explaining why a story was enjoyed or disliked, referring to what was read to solve a problem or support an argument. In the beginning stages of reading, such activities will be very simple; but for older slow learners, a variety of opportunities to read to solve problems should be provided.

It is particularly important that teachers of slow learners check on comprehension even in situations where the child's performance suggests that he has understood. Teachers should not mistake accurate oral reading for comprehension. Even when the pupil recognizes and calls words correctly, he may not understand what he reads.

Frequently, in both silent and oral reading, errors in comprehension

Developing Comprehension Skills (continued)

result because the slow learner's vocabulary is limited in size and richness of association. Further, the meanings of words similar in sound are often confused because the slow learner is not able to make the fine distinctions required. Confusion in comprehension can also result from the slow speed at which the slow learner is likely to read, especially when he attempts to read more advanced materials. He is likely to forget the meaning of what he has read because of his struggle with the mechanical process. Consequently, the slow learner who gives what seems to be a satisfactory performance in reading aloud or who appears to be handling silent reading without difficulty may actually be comprehending very little.

Comprehension may be enhanced by using a variety of oral reading activities. The teacher may have the pupils read a page silently to find an answer to a specific question. This answer then may be read orally. The teacher may also have the pupils read aloud favorite parts of the story or have several read parts of the dialogue as a play. It would also be helpful to provide opportunity for the pupil to discuss what is read aloud and to question him about the meaning of any word or phrase over which he seems to hesitate in reading. This approach to oral reading is important whether the slow learner be a beginner or a high school pupil.

It is important to plan pupils' word study activities so that comprehension is stressed. Concrete experiences which increase vocabulary and which clarify, enrich, and extend concepts should be provided. The teacher of slow learners should give special attention to his pupils in relating new words, experiences, and ideas to those he already possesses. In word study activities it is important to encourage the pupil to check on the accuracy of his word recognition by referring to context clues. It is also important to use practice devices that involve answering questions, solving riddles, or other types of exercises that call for thoughtful reading. In other words, every reading activity should have meaning as an integral aspect.

Most slow learners who are given a strong developmental reading program should read material at a third to sixth grade level of difficulty by age sixteen. In order to reach this level of reading achievement, it is necessary to continue reading instruction for slow learners through the high school grades. As suggested throughout this discussion, the junior high school reading program needs to be an active teaching program. The slow learner should be given help in expanding his sight vocabulary, in methods of word attack, and in skills of comprehension.

At the high school level of the program, there is a need for the understanding and use of new and more technical terms as the daily life of the slow learner becomes more involved with activities outside the classroom. Participation in clubs, shows, exhibits, and recreational or wage earning activities will require a knowledge and understanding of the many formats and illustrations used by the various media. Pupils must develop personal and class word lists relating to both their group

Developing Comprehension Skills (continued)

activities and their particular interests.

Beginning at the ninth grade level of the special class program the reading program should emphasize functional reading. Reading activities should attempt to equip the slow learner to handle the kinds of reading tasks he will face as an adult. This calls for active teaching of some new reading skills, however. As pupils work with various types of materials, care must be provided to discuss new reading skills and to share the results of reading experiences.

Firsthand experiences in reading and interpreting newspaper notices of sports events, scientific developments, and world affairs are necessary in order that the slow learner may keep abreast of the current events discussed in his social groups.

A real need and clear purpose for reading becomes apparent when the slow learner finds that in order to solve certain problems, he needs to have proficiency in the use of the alphabet if he is to use directories, files or dictionaries.

The teaching of reading as a developmental subject should be included as an integral part of the English program at the junior high school level in order that the basic skills may become firmly established.

At the senior high school level, the emphasis in the reading program should change from developmental to functional reading. The change is necessary because the pupil needs to be prepared to meet the special reading needs associated with taking his place in the adult world. The slow learner as an adult will need to read tax forms, telephone directories, employment blanks, newspapers and magazines. At the high school level the school program should help him acquire the functional reading skills necessary to comprehend these materials.

In summary, reading is a skill necessary for successful living. Therefore, it is essential that teachers of slow learners at all levels of the program recognize that their responsibility to the slow learner includes the teaching of reading.

General Outcomes for Group I - 6 through 9 Years

READING READINESS

1. Develops visual, auditory, and motor skills essential to reading readiness.
2. Develops language skills essential to beginning reading.

READING

1. Begins to practice with close direction and supervision, some appropriate habits necessary to reading.
2. Begins to understand the mechanics associated with the reading process.
3. Develops beginning reading skills, techniques, and comprehension.
4. Begins to show an interest in printed materials as sources of pleasure and information.
5. Begins to identify and attach meaning to printed words and phrases.
6. Begins to read.

General Outcomes for Group II - 10 through 12 Years

READING

1. Begins to use good reading practices with a minimum of supervision.
2. Displays increased control of the mechanics of the reading process.
3. Continues to develop a variety of reading skills, techniques, and understandings necessary to becoming an independent reader.
4. Begins to use printed materials as sources of pleasure and information.
5. Begins to acquire techniques for locating information.
6. Begins to do independent reading.

General Outcomes for Group III - 13 through 15 Years

READING

1. Continues to develop good reading practices.
2. Continues to develop skills in the mechanics of reading.
3. Has increased ability to use word attack methods.
4. Reads a variety of simple printed materials.
5. Uses some techniques for locating information.
6. Continues to develop independent reading skills.

General Outcomes for Group IV - 16 through 18 Years

READING

1. Uses good reading practices.
2. Uses skillfully, the basic mechanics of reading.
3. Displays competence in word attack.
4. Can participate in a variety of adult reading situations.
5. Knows how to locate information to help solve problems.
6. Reads material independently at approximately fourth- or fifth-grade level of difficulty.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group I - 6 through 9 Years

READING READINESS

1. Develops visual, auditory, and motor skills essential to reading readiness.
    a. Can detect similarities and differences in pictures, objects, and configurations.
    b. Can visually recall pictures, objects, and some symbols.
    c. Can identify, distinguish, and recall many sounds.
    d. Can detect likenesses and differences in sounds of words and word parts.
    e. Uses left to right eye movements in looking at a succession of objects and symbols.
    f. Develops hand-eye co-ordination.

2. Develops language skills essential to beginning reading.
    a. Expresses simple ideas clearly.
    b. Follows simple oral directions.
    c. Retells simple stories with events in proper sequence.
    d. Interprets pictures.
    e. Adds new words to speaking vocabulary based upon new experiences.

READING

1. Begins to practice with close direction and supervision, some appropriate habits necessary to reading.
    a. Knows how to sit properly when looking at books.
    b. Has clean hands when handling books.
    c. Knows how to hold book and turn pages.
    d. Finds pages by number.
2. Begins to understand the mechanics associated with the reading process.
    a. Knows that sentences begin on the left.
    b. Knows where to find the front of a book.
3. Develops beginning reading skills, techniques, and comprehension.
    a. Recognizes words by configuration.
    b. Reads simple reading charts from memory and configuration.
    c. Recognizes sentences and words from familiar charts by configuration.
    d. Associates meaning with the printed symbols in familiar charts.
4. Begins to show an interest in printed materials as sources of pleasure and information.
    a. Enjoys looking at picture books.
    b. Enjoys listening to stories and poems.
    c. Displays interest in the meaning of printed signs and notices.
5. Begins to identify and attach meaning to printed words and phrases.
    a. Recognizes his own name.
    b. Recognizes a few important signs necessary to his protection and safety, such as Stop, Go, Keep Out, and Danger.
    c. Recognizes signs giving simple directions and information, such as Boys, Girls, In, Out, and Nurse.
    d. Associates pictures with word symbols.
    e. Develops a limited sight vocabulary.

Detailed Outcomes for Group I - 6 through 9 Years

READING (continued)

6. Begins to read.
    a. Reads classroom experience charts.
    b. Begins to read stories in typical preprimers and primers.
    c. Begins to follow simple written directions.
    d. Begins to find information through reading.
    e. Begins to perform activities associated with independent reading, such as reading games and related reading seatwork.

LEARNING TO COMMUNICATE IDEAS

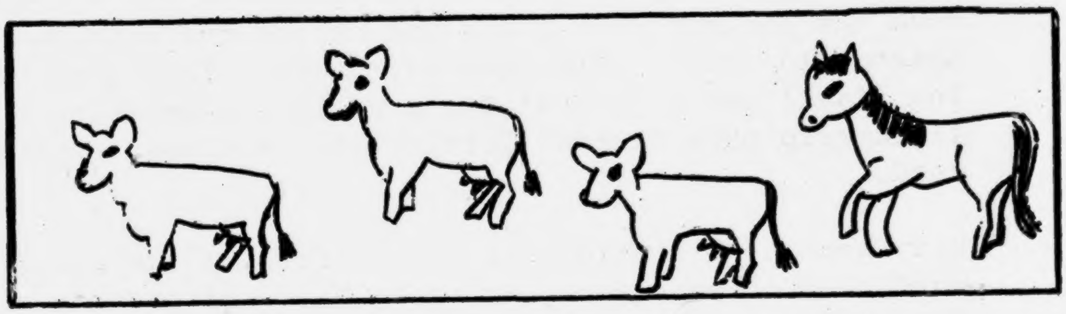
Suggested Activities for Group I - 6 through 9 Years

READING READINESS

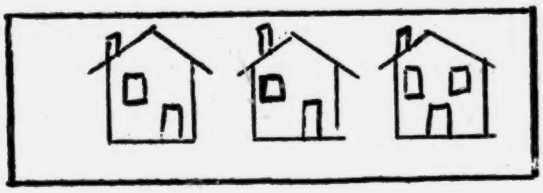
Outcome #1

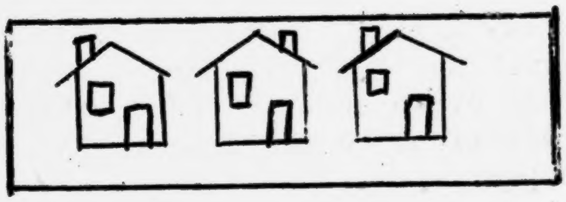
In order to develop the visual memory and visual discrimination necessary for reading readiness, the teacher should plan a number of activities similar to the following:

Prepare a set of animal pictures, and show pupils a grouping such as three cows and one horse. Have the pupils indicate the animal which is different. Do the same with other sets of animal pictures.

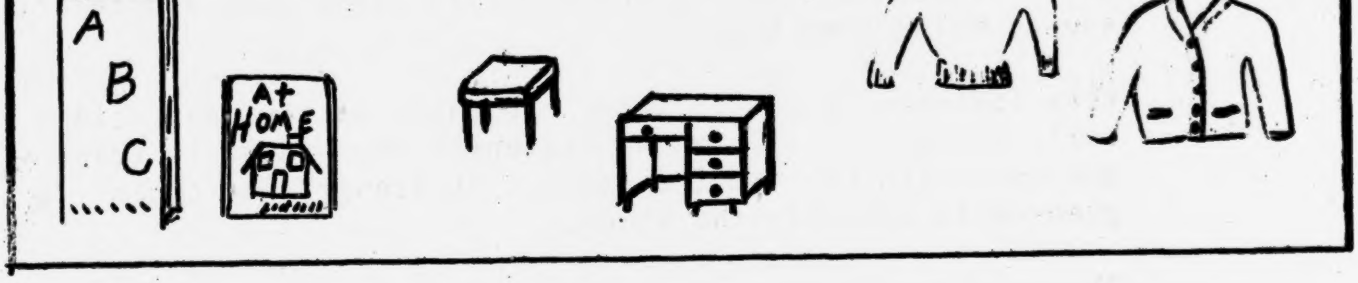


Prepare sets of pictures of like objects. Have one picture in each set differ in some detail from other pictures. Have children find picture which differs and tell how it is different.





Discuss likenesses and differences in pieces of furniture and other objects in the room. For example, the teacher might display two books, two desks, two sweaters, etc. and ask the children to tell how these objects are alike or different.



READING READINESS (continued)

Collect different colored cards or boxes for practice in color discrimination. Later add to the collection various sizes and shapes of cards or boxes so that size and shape discrimination is also involved. These materials can be used by asking the child to select the "small red box" not simply the "red box," or the "large green circle" not simply the "green circle."

Show large brightly colored picture. Ask the children to look at the picture carefully and try to remember all the things they see. Remove the picture from the sight of the children and have them attempt to recall what they have seen. This game will aid in developing visual memory. Variations of this game using common objects, field trip experiences, film strips, and past experiences may be used.

Play games enumerating all the objects of one color in the room. A variation of this game may be to have children enumerate all the red or green things seen on the way to school.

Play a game in which a child says, "I see something red." Have others guess what it is. Vary this with other colors. Later add sizes and shapes to the description, such as "I see something small, red, and round" or "I see something large, square, and green."

Play a game in which a child describes another child's clothing, such as "I'm thinking of a girl wearing a red dress, white socks, and brown shoes." Have other children guess who it is. Gradual additions to the description will give practice in visual discrimination.

Provide matching games like Picture Bingo, Picture Lotto, Old Maid, and Rummy to train visual discrimination.

The following activities may be useful in developing auditory discrimination and the ability to recall.

Have each child take a turn imitating various animal sounds. Class may guess what animal is being imitated.

Have a listening game in which pupils close eyes and identify sounds which they hear.

Play listening games in which one child softly taps, rings a bell, claps, or calls to a "listener" who stands in front of the room with back to the class. "Listener" has three guesses to identify the sound.

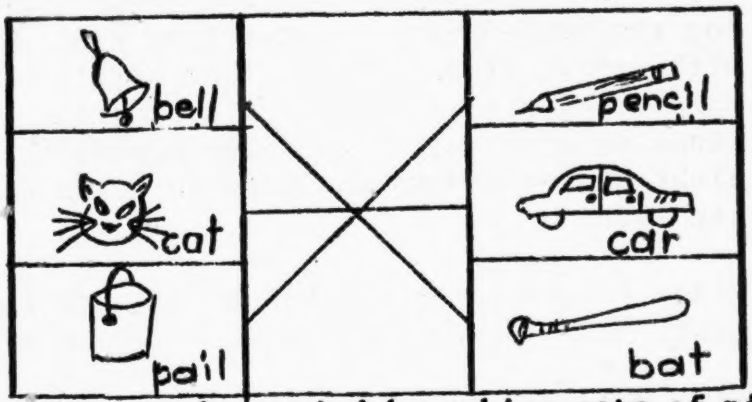
Play children's records which contain a variety of different sounds such as fire engines, trains, church bells, clocks, animals, etc. Have children identify the sounds they hear.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

READING READINESS (continued)

Make a collection of picture cards with word captions and let pupils select cards with rhyming words, such as "bell" and "well," "snake" and "rake," "hat" and "bat." Play various other matching games with these picture cards. For instance, ask a child to find word cards with the same beginning sound such as "bell" and "bat."

Draw two columns of pictures. Have children draw a line joining pictures having the same beginning sound.



This activity may be varied by making sets of picture cards of objects having the same beginning sounds. Have the pupils match pictures with the same beginning sounds.

Show a picture of a Mother Goose rhyme and say the rhyme that goes with it. Let the pupils tell what the picture shows about the rhyme. Then ask them what words sound alike. For example, in "Little Bo-Peep" what words sound alike? Pupils will say "Peep" and "sheep." In "Three Little Kittens" pupils will see the similarity in sound of "kittens" and "mittens" and in "Hey! Diddle, Diddle" they will be able to fill in the word "fiddle" when the teacher pauses at the end of the line, "The cat and the -----." There are many similar songs and games which will give further practice in recognizing auditory similarities.

Memorize short songs and familiar nursery rhymes.

Tell short stories and have the children retell them.

In preparing the child to read sentences with correct left to right progressive eye movements, some of the following activities may be useful:

Draw a balloon floating away to the right. Show a child running after it from the left side. Ask a pupil to trace the path the child

Suggested Activities for Group I - 6 through 9 Years (cont'd)

READING READINESS (continued)

would take to catch the balloon. Draw another picture of a ball rolling from the left side of the picture to the right with a dog running after it. Ask a pupil to trace with his finger the path of the dog from the left side of the picture to the right.

Draw a picture of a cat chasing a mouse. Make a dotted line going from left to right, and at the end of the line show a wall with a hole in it. Cat chases mouse over dotted line from left to right until he ends up in the hole. Have pupils trace the path of the cat and mouse with the fingers following the dotted line. Later have pupils fill in dotted line with pencil from left to right until the end is reached. Make other similar pictures containing three or four dotted lines in succession, and have pupils trace them from left to right and move down the page to begin each succeeding line at the left.

Place a succession of objects on a table or tray and have a pupil name each object from left to right.

Draw pictures or show illustrations of shelves in stores. Have pupils begin at top left and name objects on each succeeding shelf always moving from left to right until the lowest object on right side is reached.

Motor co-ordination is a necessary prerequisite to reading and writing and can be developed through the following activities:

Trace, cut, color, and paste large, simple geometric shapes or objects.

Build structures using blocks, tinker toys, and other manipulative construction materials.

Assemble jigsaw puzzles and form boards.

Sew punched cards, string large and small wood beads, lace play shoes, and put pegs in pegboards.

Play games using a large ball. Bounce the ball a certain number of times, or roll the ball to a specific target.

Give children opportunities to work with art material, such as finger paint, clay or construction paper.

Outcome #2

Have a daily conversation period in which children have an oppor-

Suggested Activities for Group I - 6 through 9 Years (cont'd)

READING READINESS (continued)

tunity to discuss experiences at home, work they are doing, or activities in the classroom. The teacher will encourage and help children to speak in complete sentences.

Read or tell stories to the children. They can retell the story, dramatize parts of the story, or illustrate the story they heard. Stick or hand puppets are a good means of helping children overcome shyness in speaking and encouraging expressing themselves.

Make up blackboard or experience chart stories growing out of an interest or experience of the class. Birthdays, special days, trips, pets, or directions for a day's activities are good sources for such stories.

Use toy telephones to stimulate conversation between children. They can pretend that they are ordering groceries, planning a party, etc.

Recite rhymes, jingles, and finger games to help children speak and use language.

Encourage children to look at and talk about the picture books on the library shelf.

Play the game "I Have Something in My Sack". In a large box put small bags, each containing a small toy or object. A child chooses a sack from the box, peeks in to see the object, describes it to the class, but does not name the item. The children at their seats try to guess the name of the item and the one who guesses correctly chooses the next sack.

Play a self-identification or getting acquainted game. A child says, "My name is ______________________. What is your name?" The child tosses a bean bag to another child who repeats the same sentences. The sentences can be varied to stress any information desired.

Play games in which oral directions are given, and the child must carry them out. Begin with one direction and increase the difficulty until three or four directions are given at one time.

Clap your hands three times.
Get a blue pencil, a red crayon, and a pair of scissors.
Put the toys in the box and the books on the shelf.

Provide many direct experiences to develop meanings of words and to enlarge the vocabulary. Excursions, interesting objects, pets, and plants provide firsthand opportunities for observation, exploration, and conversation.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

READING READINESS (continued)

Have a daily story time in which the teacher reads or tells stories to the children. Amply illustrated books are more meaningful and interesting to children of this age level. As the teacher reads or tells the story, she should take every opportunity to use the illustrations to visually reinforce the story she is telling or reading. At the conclusion of this story, children may be permitted to retell the part of the story that they liked best. The teacher may test the comprehension of the children by asking questions about the story.

Listen to recordings of children's classics, such as "Snow White and the Seven Dwarfs," "Cinderella," "Billy Goats Gruff," "Red Riding Hood," and others. Discussion about the contents of the story can follow the listening.

Build a file of pictures cut from magazines and books. The pictures may be mounted on heavy paper. These pictures should have interest and appeal to young children. They should have a content which is within the realm of experience of children of this age level. The pictures may be used to motivate discussion and story building on the part of the children. The procedure that may be followed is one where the teacher asks leading questions about the pictures.

Arrange a series of pictures in a sequential order. Use inexpensive storybooks or story coloring books; remove the pages and mount them on heavy paper. The pages are then arranged in proper sequence to tell the story. Commercial sequence boards and stories can also be used.

Most publishers of a beginning reading series include a manual for teachers. This manual usually contains similar games and activities designed to train children in visual and auditory discrimination and memory, as well as suggestions for training eye movements and attention. It is suggested that teachers of beginning reading consult these manuals, as well as make use of those reading readiness books available.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

READING

Outcome #1

Discuss, demonstrate, and practice those habits necessary to the reading process and to the handling and care of books. These habits can be maintained through daily supervision on the part of the teacher. Children will need frequent reminders to help them acquire and practice these necessary habits.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

READING (continued)

Discuss why it is necessary to handle books carefully. Through this discussion the teacher should attempt to develop an interest and respect for reading materials contained within the classroom. Some of the discussions and demonstrations may revolve around such topics as having clean hands when using books; how to carry and store the books in our room; how to keep our school books neat and clean.

Tell the children the number of the page for the lesson. Write the number on the blackboard as you say it. Have children repeat the number to you as they point to it on the page in their books.

Make a poster for the library table showing children using books properly, and list the important rules for handling books.

Development of these habits is brought about by a continuous effort and not through a single isolated activity. It will be the task of the teacher to see that children practice desirable reading habits in each reading session.

Outcome #2

Give practice in learning to read with left to right eye movements by having pupils use simple reading materials. Direct pupils to begin at the upper left portion of the page and move their eyes across each line from left to right.

Use a pointer for blackboard reading to guide the eyes of the children.

Permit children to use a marker when reading in books. This will help to guide the pupil's eye sweep as he reads from left right across the line.

Outcome #3

Introduce sets of related words that children know which are within their range of experiences. These words are color words, action words, family words, and pets. Present one word at a time. The word is presented first by showing a picture of the word, then its printed symbol, then its shape or configuration. Follow by presenting the shape without the word, next with the word, and then the shape with the word in it. Prepare duplicate sets of pictures, shapes, and words for matching and drill exercises. As the word becomes known, the configuration can be eliminated.

Cut out simple, interesting pictures of animals, toys, children, and objects from magazines. Paste the picture on a page in a reading scrapbook. Write a descriptive sentence under the picture. The sentence should be limited to a few words. Children enjoy reading these "stories." Begin introducing the vocabulary found in the preprimers. Identical sentences may be made for matching practice. Each book can be limited to one subject. Make a number of such books. These also may be put in the library collection for independent

READING (continued)

reading.

Compose chart stories of two to four or five short sentences. These stories will be the result of an experience of the group or about a real object. Read the story over several times until the children are able to repeat the story. Study the chart by having children frame sentences, phrases or words according to directions. Make additional charts and cut them apart first into sentences, then phrases, and then words for matching and rebuilding the story. These same stories may be duplicated for children to repeat the exercises as seatwork and to be compiled into books to take home and read. Pictures for the stories may be made by the children or found from other sources.

Outcome #4

Arrange a display of books and brightly-colored pictures on the library table in the classroom where children will have access to them. Displays may be grouped around a central theme such as bird books, holiday books, animal books, and so forth. Time should be provided for children to browse through the books and pictures. The teacher may arrange for the child to report upon things that he sees in the books and the pictures. Change display periodically to retain high interest.

Take trips to the neighborhood public library to acquaint children with the procedure to be followed in borrowing books. Arrangements should be made with the library to display a good selection of picture books and very easy reading material which will be very interesting to children of this age group. If possible, make arrangements for the librarian to tell a story to the children using one of the books that is on display. The teacher may withdraw a number of books for use in the classroom library. Children, too, should be encouraged to learn to withdraw books using their own personal library cards.

Make scrapbooks of pictures taken from magazines or old books. These scrapbooks should be displayed so that children will have access to them during their leisure time. Scrapbooks should be built around topics such as "A Visit to the Farm," "Animals at the Zoo," "Things That We See in Our Neighborhood," "Animals That We Know," "Toys," " Our Family," etc. Some of the pictures in the scrapbook may contain simple captions using words that the child readily associates with the picture.

Make a bulletin board display of brightly colored pictures centering around topics of interest. These pictures may contain labels or captions appropriate to the picture.

Have a daily story period in which the teacher reads to the children.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

READING (continued)

This activity should help the children develop an interest in books. The book from which the teacher has read should be placed on display so that the children may examine and recall the story through looking at the illustrations.

Record classroom experiences, excursions, and school activities through illustrated charts. The story line should be carried primarily through the illustration. Brief captions may accompany the illustrations.

Make posters showing lists of room helpers, calendars, pictures with proper captions, and labels. These activities may help to develop an interest in printed materials and aid in the beginning of independent identification of words.

Outcome #5

Print and place the name of each child on his locker, coat hook, desk or chair. His name may also appear on personal belongings such as crayon boxes and notebooks. Names of children should also appear on Helpers Charts and in new stories. Through this type of labeling, children will soon recognize their names and the names of others.

Label furniture and other equipment in the classroom,such as desks, chairs, windows, doors, books, games, and cupboards. Through this labeling, children begin to associate the printed symbol with the object.

Make simple picture-word dictionaries. These picture-word dictionaries may be a compilation of new words that are encountered by the child in a unit of work or in his daily reading. Children may either draw or find pictures which convey the meanings of the new words.

Make a set of flash cards with appropriate safety, protection, or information words on face of the card. On the back of the card make a drawing that will provide meaning to the printed symbol appearing on the face of the card. This will enable children to use the cards independently. The cards may be used to play games in which the children attempt to identify the words appearing on the face of the card.

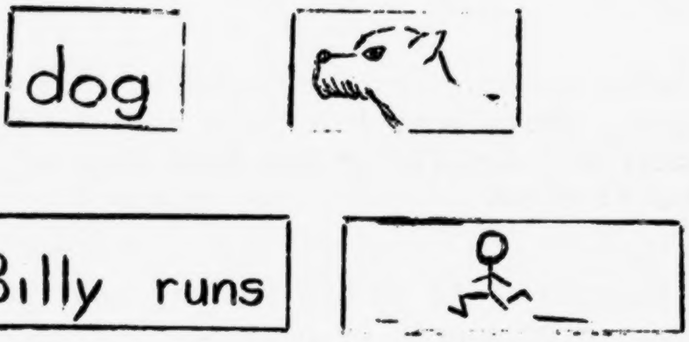
Prepare teacher-made signs consisting of safety, protection, information, and direction words which the child will encounter in his daily living. These signs should be displayed and their meanings discussed with the children. Whenever possible the teacher should take the class to see how and where these signs are used.

Begin to develop a sight vocabulary of words found in preprimers and primers. This can be facilitated by using word games. Matching

Suggested Activities for Group I - 6 through 9 Years (cont'd)

READING (continued)

word flash cards with illustrated picture cards is one such game. For example, a flash card with the word 'dog" may be matched to a picture card of a dog. Likewise, the word phrase "Billy runs" may be matched to a picture card of a dog. Likewise, the word phrase "Billy runs" may be matched to a card showing a boy running. Make a word lotto game. See illustration.

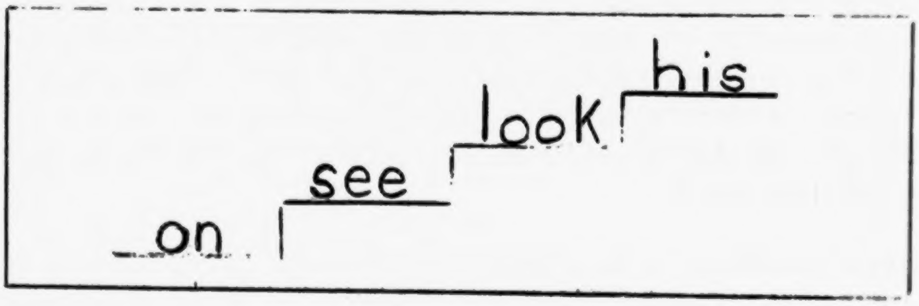


is	The	boy
his	run	see
look	said	did

Make several cards with the same words appearing in different blocks.

Word cards should contain words found in the preprimer and primer books that the child may be using. The game may be played as a reading group activity. The teacher reads a word. The children find the word on their cards. They then cover the word with a button. The youngster covering all the words in a straight line across the face of the card wins.

Make a "Climb the Ladder" game on the blackboard. On the steps of the ladder place words that the child will encounter in his reading. Have the children climb the ladder by reading words which appear at the various levels of the ladder.



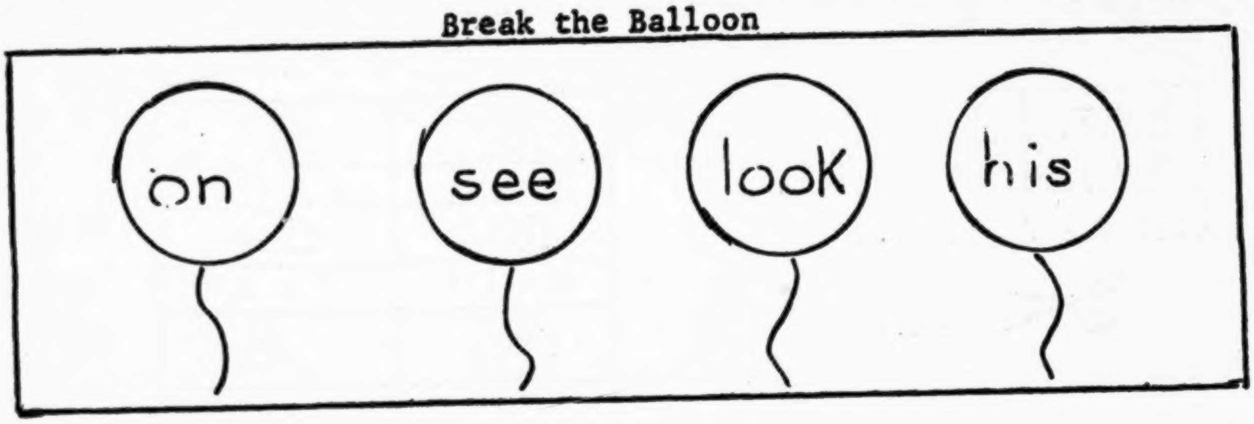
A similar game which may be used is called "Break the Balloon." See the illustration on the following page.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years (cont'd)

READING (continued)

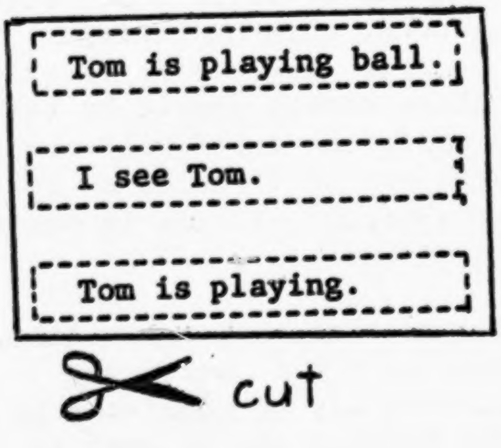
Break the Balloon

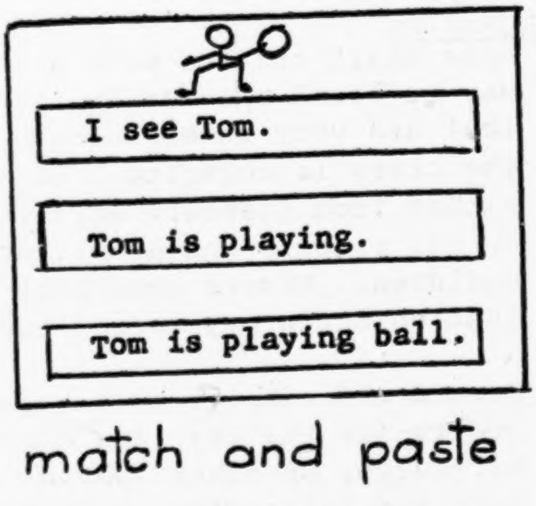

on
see
look
his

The procedure used for playing this game is essentially the same as the one used in the "Climb the Ladder" game. Teacher draws a series of balloons on the blackboard, captioning each balloon with a word. Child "breaks" balloon as he reads words. The object of the game is to break all of the balloons. Games of this type help to develop the child's sight vocabulary.

Match pictures with associated words or sentence phrases. This should be done on duplicated material containing words related to the child's reading assignment.

Duplicate sentences and phrases appearing on a chart story which the children have read. Sentences and phrases should not appear in the same order as they do on the reading chart. The children may cut and paste the sentences and phrases into a logical order on a separate piece of paper. See illustration.


Tom is playing ball.
I see Tom.
Tom is playing.
cut

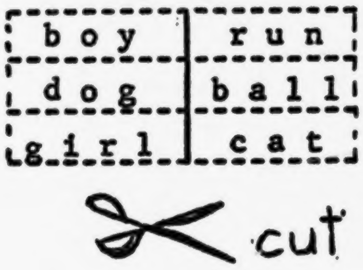

I see Tom.
Tom is playing.
Tom is playing ball.
match and paste

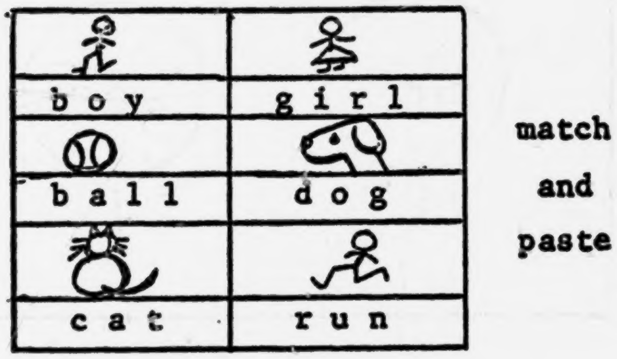
LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years (cont'd)

READING (continued)

Cut apart sight words appearing within dotted lines. Paste these words below the matching picture. See illustration.





Make a set of flash cards consisting of the words that the child will encounter in his preprimer and primer books. Both independent and group games can be played with their flash cards.

Make teacher prepared reading materials with a controlled vocabulary on topics of interest to the class. These materials should be duplicated for distribution to the class. Teacher prepared materials can be presented in the form of small booklets. Children may use these booklets for independent reading. Teacher prepared materials at this level should be amply illustrated with the kind of illustration that the child can color. Story plot should be kept at an extremely simple level. The format and vocabulary should be comparable to the commercially prepared materials at the level on which the child is reading.

Outcome #6

Make chart stories with a controlled vocabulary. These chart stories may be based upon daily classroom experiences, upon happenings that are very interesting to the class, or upon unit topics in which the class is engaging. Vocabulary for these charts should be taken either from standard word lists or from words the child will encounter in his primers and preprimers. The charts may be illustrated by the children. Charts should be retained for a period of time in order that children may reread the charts independently.

Record and display news bulletins based upon classroom activities, events for the day, and coming events such as P.T.A. meetings, birthdays, or other special events. Children may be requested to copy and illustrate these stories. These stories may be kept in individual notebooks for the child's independent reading.

Develop independent seatwork activities that test for reading comprehension. For example, have children answer simple questions about the content of the story that they have read. At this level the answers to these questions should be restricted to one word or, "yes" and

READING (continued)

"no" answers.

Ask questions regarding content of story being read. Have children answer these questions by putting their fingers on the sentence that gives the desired information.

Use the teacher's manuals which accompany reading books. They contain many ideas and suggestions for each lesson. Teachers should be familiar with these valuable aids.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group II - 10 through 12 Years

READING

1. Begins to use good reading practice with a minimum of supervision.
   a. Knows importance of reading in a good light.
   b. Sits properly when reading.
   c. Holds printed material at the right distance from the eyes.
   d. Begins independently to handle books with care.
2. Displays increased control of the mechanics of the reading process.
   a. Habitually reads words and sentences from left to right.
   b. Uses a minimum of lip movements in silent reading.
   c. Begins to read phrases rather than word by word.
3. Continues to develop a variety of reading skills, techniques, and understandings necessary to becoming an independent reader.
   a. Begins to develop some elementary word attack skills, such as recognizing picture and context clues, beginning and ending consonant sounds, and rhyming words.
   b. Reads aloud in thought phrases rather than word by word.
   c. Grasps essential meanings in a sentence or a short unit of words.
   d. Anticipates sequence of ideas and events.
4. Begins to use printed materials as sources of pleasure and information.
   a. Begins to understand that knowing how to read is important.
   b. Enjoys stories with plot, sequence, and sentence structure appropriate for his mental age level (first and second grade reading level).
   c. Knows that reading is a help in answering questions.
   d. Knows how to read most of the common signs that will aid in his protection and safety.
5. Begins to acquire techniques for locating information.
   a. Knows the alphabet and begins to use it to locate words and information.
   b. Begins to use tables of contents correctly.
   c. Is proficient at turning to the correct page.
   d. Begins to use a picture or simplified dictionary.
6. Begins to do independent reading.
   a. Has a basic sight vocabulary of approximately 300 words.
   b. Reads words of approximately second-grade level on standard graded word lists.
   c. Follows simple written suggestions for daily classroom programs, committee assignments, and unit activities.
   d. Performs simple study-type reading.
   e. Reads independently for comprehension of plot and characterization stories written at first-and second-grade level.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years

READING

Outcome #1

Arrange the classroom seating so that the pupils have adequate light for reading. An explanation of the need for proper lighting should be made early in the school year so that pupils will understand the need for adequate light while reading.

Discuss and demonstrate the correct posture for reading. Help pupils to understand that when reading, the back, head, and chest should be held up straight and the feet should be placed firmly on the floor.

Demonstrate proper way for books to be held when reading.

Demonstrate the proper way to read outdoors. Discuss the need for sitting with the back to the sun, in a shaded spot, with adequate support for the back.

Help the pupils enjoy the beautiful covers of the new books when they are first delivered to the room. Questions and speculations by the teacher regarding the books' contents will stimulate the pupils' desire to read the new books.

Make a bulletin board display illustrating rules for caring for and handling books. Use captions, such as "Books Are Friends." This will help pupils see the need for book care.

Help pupils become aware through discussion periods that care of books is both an individual and a group responsibility.

Form committees to care for books and arrange library table displays. Have each child be responsible for returning books to their proper places.

Have a group leader assume responsibility for the collection and distribution of books used in reading groups.

Discuss why we should keep books off the floor and window sills. Point out that using books as weights, props, steps, or building blocks is not the purpose for which they were designed.

Outcome #2

Place several sentences on the blackboard which contain descriptive phrases. Have the children come to the board and underline a complete phrase which answers a question. For example, the teacher may ask, "Show me the part of the sentence which tells what kind of a dog this is." The child underlines the phrase as seen in the

Suggested Activities for Group II - 10 through 12 Years (cont'd)

READING (continued)

example: The little brown dog found a ball.

Provide reading material well within the child's reading level. The teacher should ask questions which have answers in the content of the reading material. Children should attempt to locate answers as quickly as possible. This and similar activities should help children to increase their ability to read rapidly.

Make flash cards consisting of common phrases usually found in reading material of a first and second grade level of difficulty. These cards can be used for independent practice, reading games, and drill. Instantaneous recognition of these common phrases will aid in developing increased eye span and, consequently, improve the pupil's ability to handle the mechanics of reading.

Bring to the child's attention the need to read only with his eyes when reading silently. This should help the child read more effectively.

Outcome #3

Play "Phras-O." Make phras-o cards similar to a Bingo card. Permit pupils to be the caller. This will develop more skill in reading. See illustration.

can run fast	can jump	here I go
up and down	see me go	down we go
here I come	look at me	see me ride

Place phrase strips on a chart rack. Have a pupil select a phrase indicated by the teacher. Phrases may be taken from reading texts and experience charts.

Frequently, slow learning pupils will discontinue their reading as soon as they encounter an unfamiliar word. Therefore, the teacher must be prepared to help the pupil develop some useful means of word attack. Recognition through context clues is one of the quickest and easiest means.

Direct the pupil to omit the unknown word that he encounters in a sentence. Encourage him to read the remainder of the sentence to get its thought. The pupil then is asked to reread the sentence, putting in the unknown word. If the pupil still fails to identify the word, the teacher may assist him by referring to the picture, asking questions, making suggestions, referring him to an earlier

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

READING (continued)

familiar page where a word appears in a different sentence, or by pointing out to the pupil the beginning sound of the word. These techniques of learning to use context clues should be used only when the pupil is reading material well within his reading level.

Write the unknown words or phrases on the blackboard and discuss these new words as they are encountered. This will help strenghthen the meaning in the context. However, prolonged discussion is not advised since it tends to destroy the desire to continue the reading to "find out what is coming next."

List on the blackboard the words encountered in the lesson, and opposite them place related words with similar meaning, such as: huge--big, large; wee--tiny, little. Discuss similarities in meaning and use in sentences.

Devise tests and exercises to strengthen the pupil's ability to recognize words by context clues. For example:

A completion exercise in which the word omitted in the sentence may be selected from a series. Example:

John and Mary have a big book.
They will __________at it now.

cat
eat
look
run

A completion test in which the omitted words of several sentences are listed at the end of the test. Example:

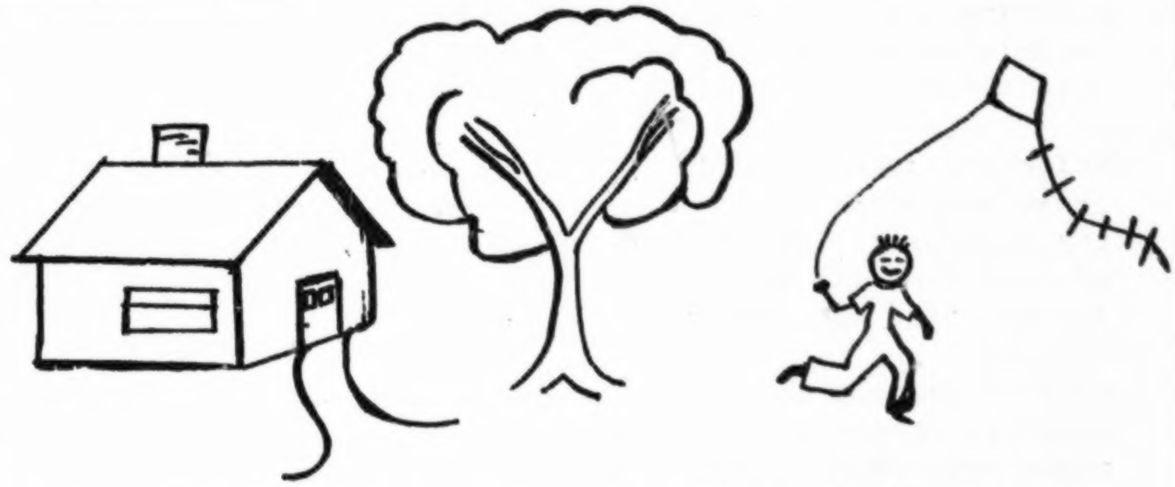
Jack and Jerry played________________. dark
They played in the school______________. ball
They played until it got_______________. yard

As illustrated on the following page, prepare mimeographed sheets containing a picture and several sentences. Some of the sentences will relate to the picture; others will not. Have the pupils look at the picture and underline sentences which relate to the picture.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

READING (continued)



Draw a line under sentences which tell about the picture.
The boy is running.
The house has three windows.
The tree is big.
The kite is up.
The boy is sleeping.

Variations of this activity may be used to develop skill in the use of picture clues.

Write on the blackboard a list of common sight words beginning with various consonants, such as dog, cat, door, cow. Ask pupils to underline all words beginning with the same consonant.

Play a guessing game, such as, "I am thinking of a color that is bright." (red) "I am thinking of something I do in a wagon." (ride) Object of the game is to have the pupils answer the riddles with words having the same beginning sound.

Call all pupils whose names begin with an initial letter, such as "M." Have each of these pupils call a pupil whose name begins with "T." Continue game until several different initial sounds have been used. Write the names on the board as they are called. Group them under their initial letters as:

M	T	B	C	J
Mary	Tom	Betty	Carol	Jack
Margaret	Teddy	Bill	Catherine	Jim

Hold up word cards beginning with the same initial letters as the names on the board. Have pupils place cards under correct initial sound (consonant) as:

M	T	B	C	J
mother	take	baby	can	jump

These and similar activities may be used to give practice in word attack by the use of initial sounds.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

READING (continued)

Encourage the pupil to read stories and sentences with the intent of finding the words that "belong together" which give thought or meaning to the sentences. For example, the teacher may say, "Find the words which must be put together to tell us the meaning or the important thought." This helps the child group the words together in phrases and thought units. Use the pointer to underline the phrases during the blackboard and chart reading, and the book marker when books are being used. Training of this sort will help the child read units of thought.

Provide opportunities for the child to read, orally, interesting stories to the class. In order that the story is read with good expression and proper phrasing, it will be necessary first to have the child practice reading the story independently and to the teacher. This activity will provide motivation for better reading with expression.

Provide opportunities for children to read stories to other classes and groups. This activity should be used only when a child has successfully read the story orally to his own class or group.

Discuss materials read. Place emphasis on finding out the most important parts of the story. This will help the pupils grasp the meaning of sentences and phrases. Discuss, "What important event surprised the children?" or "Why did a certain thing occur?" This will help pupils regard words and sentences as having meaning and will help them give answers in complete thoughts.

Have the children recall and tell interesting personal experiences, giving events in the order of their happening. Then, have them read stories and tell the events in proper sequence. Guide pupils by asking them to read to find out. Have them tell what happened first; then who came along; and finally, why it turned out as it did. Select stories which have a compact plot, or those which are repetitive and cumulative. These will help the child get characters and events in proper sequence. Encourage the pupils to think ahead to what is going to happen next, so that they can anticipate events and ideas in sequence.

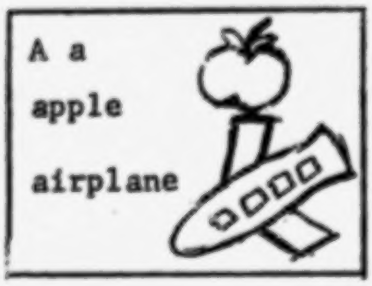
Write paragraphs from stories on the blackboard or on mimeographed sheets, with sentences in incorrect order of events. Have children reread the story from which they were taken and then indicate the correct order of the sentences on the blackboard or the mimeographed sheets. Follow this procedure, also, with sentences taken from experience charts or favorite stories and nursery rhymes. This will give practice in arranging events in proper order and will aid in developing the ability to anticipate the sequence of events as the children read stories independently.

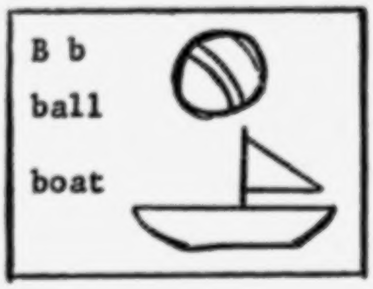
LEARNING TO COMMUNICATE IDEAS

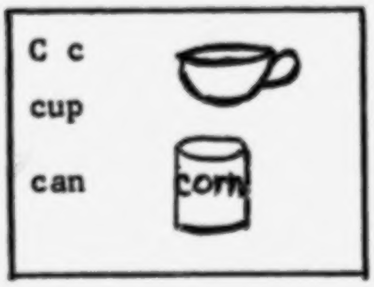
Suggested Activities for Group II - 10 through 12 Years (cont'd)

READING (continued)

Make a picture notebook of initial sounds. Practice using the sounds. Pupils may make pictures to match the sounds after a lesson has been taught. See illustration.





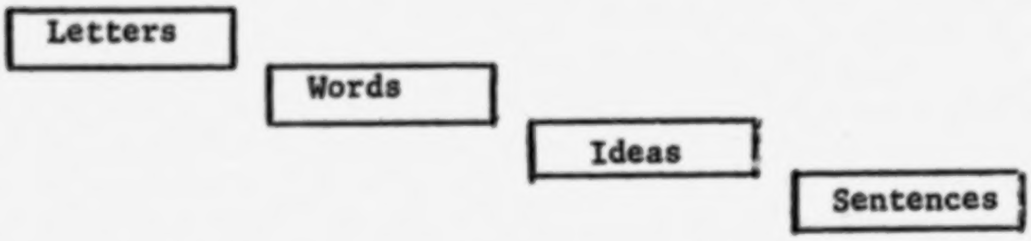


Make single picture cards to match initial sounds. Individual picture card files may be made by pupils when assigned work has been finished.

Give oral and written drills in which the teacher says groups of words all having the same beginning sound except one. Pupils may name or write the sound that is different.

Develop a chart which shows initial and final sounds. Use chart in reading groups to strengthen the association between sound and symbol.

Make a chart to help pupils understand that words have meanings and express ideas.



Have a pupil name a letter; another pupil may give a word which begins with the letter. Pupils are encouraged to think about ideas that the word calls to mind. These words are written on the blackboard by the teacher. Sentences are constructed using these words.

Make simple bingo-type word games to build and reinforce sight vocabulary.

Ask questions to promote better word usage in conversation. Ask such questions as "What are you doing?", "What did you see?". Encourage pupils to respond with complete sentences. This may be done frequently and spontaneously.

Outcome #4

Provide many easy stories with high interest level for free reading periods.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

READING (continued)

Take regular trips to the public and school libraries to become familiar with the use of libraries, their procedures, and proper library conduct.

Discuss the qualities of a good story teller so that pupils will strive to please their audience when they relate a favorite story.

Discuss the qualities of a good listener so that pupils will enjoy sharing their stories with their classmates.

Make a bulletin board display of interesting book jackets to encourage pupils to visit the library and secure books for recreational reading.

Dramatize some favorite stories for the purpose of entertaining another class or participating in a school assembly.

Present a dramatization of a favorite story to another class or in a school assembly.

Have pupils bring in pictures of things in which they are interested. Develop short stories about the pictures and keep in booklet form to be read later in free reading periods.

Develop questions asking for specific information from stories read. Check answers to determine if the child has answered the question correctly. This technique will train pupils in reading to answer questions like Who? What? Where? When? Why?

Have children look for safety and protection signs in their neighborhoods and report back to class about the signs they have seen.

Post on the bulletin board copies of safety signs under a caption, "Signs I Should Know." As each pupil becomes proficient in reading them, he may place his name on a proficiency list.

Have pupils bring in safety posters or newspaper and magazine clippings about safety. Post these on the bulletin board. Encourage pupils to read them. For example, each summer the Recreation Commission and the Red Cross circulate literature about safety in swimming and boating. These are often used or reproduced in part by newspapers and magazines along with illustrations that children can understand. Have the class develop a story about the action and characters in these posters or clippings. This can be done with experience charts or reproduced for individual booklets.

Outcome #5

Demonstrate and practice the use of the "Table of Contents" in a familiar reader or short story book. Have each pupil take a turn locating a selection according to title and page.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

READING (continued)

Discuss the reason for a "Table of Contents" and point out that each new selection is accompanied by the beginning page number.

Play a game or have a test locating certain selections and pages by using the "Table of Contents" of a reader or short story book.

Use a picture dictionary to practice locating words or use a simplified dictionary to practice locating words by the initial letter.

Make some individual dictionaries in which familiar words are listed in alphabetical order. Opposite each word put a simple explanation of meaning. Use this to give practice in alphabetizing words.

Make a class dictionary of new words and use it as reference for spelling and pronunciation. This may consist of "experience words" not encountered in developmental reading. The dictionary may be large and in chart form if desired.

Outcome #6

Prepare mimeographed stories, using basic reading vocabulary which is familiar to the reading group. Have the pupils make booklets from these materials. Teacher-prepared material of this nature should use only a few new or unfamiliar words for each selection. New words and phrases should be repeated in several different contexts.

Provide opportunities for children to read in supplementary, companion, or enrichment readers which accompany their basic readers. Most basic readers are developed to teach children of normal learning ability. Often, the slow learner is not able to assimilate vocabulary and reading skills so rapidly as the basic reading text presents them.

The slow learner will need the repetition and practice that these supplementary materials provide. Therefore, it is not necessary to have children complete a reading book before beginning to use the supplementary material.

Devise seatwork and group activities which are suitable for developing the type of word recognition most needed by each pupil. Almost every reading series manual has suggestions for word-recognition activities in connection with each story or unit in the reader. If a number of pupils have the same need or are progressing at the same level, the teacher may prepare mimeographed workbooks for their use and then check the answers and point out errors when the group comes together for reading.

Make word games and flash cards of words found in pupils' readers. Give pupils free time for practice and playing with word games and flash cards apart from their reading groups. Gates has analyzed the vocabularies of primary readers and has listed in his book, A Reading Vocabulary for the Primary Grades, 1811 words that appear most frequently. Stone, in his book, Better Primary Reading, has listed the 150 most important words for children to know before books are

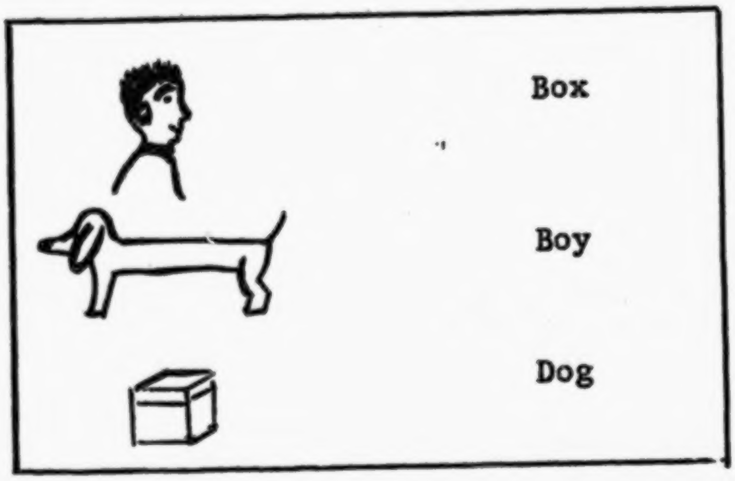
LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

READING (continued)

used. Dolch has a list of 220 basic words (except nouns) which he considers all children should know by sight. Teachers should refer to these various lists when making their word games and flash cards, so that each pupil will have sight recognition of the words most frequently used in books.

Make mimeographed pictures and words. Have pupils draw lines from the pictures to the correct words. Use words requiring more advanced discrimination than those used in Group I. For example:



These are words with similar configuration, b,d,y,g.

Write daily announcements of room or school events on the blackboard.

Encourage the pupils to look for a new announcement each day. Include names of pupils and many familiar words.

Write suggestions to "Room Helpers" on the blackboard once a week.

List names of Room Committees and their assignments for parties, picnics, and other events. Post on the bulletin board.

Write out simple plans for class activities and give mimeographed copies to pupils for inclusion in their notebooks. These may be referred to and added to as the interest in the problem increases.

Develop questions regarding the topics or units being studied. These may be written on the board or mimeographed. Pupils should be required to find the answers or perform the activities included in the questions.

Practice reading and filling out applications for Knot Hole, library, and school transportation cards.

Provide practice in simple study-type reading by assigning questions which involve "reading to find out." Make questions specific and easily understood.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

READING (continued)

Prepare study type exercises or tests which aid the pupils in rereading or studying the stories read. For example, list several quotations under the caption, "Who Said?!" Have pupils place the name of the correct speaker after each quotation.

Assign short questions designed to test not only what the pupils have read in the way of information, but also to test the pupils interpretation of the feelings of the characters in the stories. For instance, how did the characters feel? Were they sad or happy, frightened or brave, in the situations in which they were involved? This will help the pupils become more sensitive to characterization as well as to the plot in a story. In addition to testing the pupils' ability to comprehend fully the action of the story, this type of questioning will also stimulate the pupils to relate the story to their own feelings and experiences.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group III - 13 through 15 Years

READING

1. Continues to develop good reading practices.
   a. Uses proper lighting and posture when reading.
   b. Handles books and other reading materials carefully.
2. Continues to develop skills in the mechanics of reading.
   a. Reads silently without lip movement.
   b. Correctly observes punctuation when reading orally or silently.
   c. Begins to make attempts to vary reading speed.
3. Has increased ability to use word-attack methods.
   a. Can identify the similarities and differences in the way words sound and look.
   b. Uses context clues to determine meanings of words.
   c. Uses word analysis skills, such as recognizing simple digraphs and blends, root words, some vowel combinations, and compound words.
   d. Recognizes and understands more common prefixes and suffixes, such as pre, pro, in, un, ly, ness, ful, ment, and ion.
4. Reads a variety of simple printed materials.
   a. Reads for enjoyment, stories about people, places, and animals written at approximately third- or fourth-grade level of difficulty.
   b. Interprets plot and moods of story characters.
   c. Begins to read movie and sporting events announcements; weather reports, radio and television programs; menus and directories; and application blanks.
   d. Enjoys greeting-card messages, invitations, and thank-you notes.
   e. Is able to read and follow simple written directions.
5. Uses some techniques for locating information.
   a. Uses table of contents to locate a story or to gain information about the contents of a book.
   b. Uses elementary dictionary or glossary to locate word meanings.
   c. Uses an index efficiently.
   d. Uses elementary encyclopedia to secure information.
6. Continues to develop independent reading skills.
   a. Has a basic sight vocabulary of third-or fourth-grade reading level.
   b. Has increased comprehension of complex story situations written at third- or fourth-grade level.
   c. Begins to read and understand technical words related to social studies, science, and arithmetic.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group III - 13 through 15 Years

READING

Outcome #1

While good reading habits should have been developed in the preceding group, it will be necessary for the teacher to make certain that her pupils are practicing them. This is particularly important since the pupils in this group are beginning independent reading, and the habits they practice now will be reading habits practiced during their adult lives.

At the beginning of the school year have pupils discuss and demonstrate good reading habits. In the course of the discussion have pupils give reasons for the necessity for reading by adequate light, proper reading posture, and careful handling of books.

Make a bulletin board display around the theme of caring for books. The display should be colorfully illustrated with pictures which reinforce rules that the pupils should follow when handling books and other reading materials.

Have a room committee appointed to care for books in the room. The committee will be responsible for keeping books properly arranged on book shelves and the library table. The committee should periodically examine books in order to repair torn pages, and erase markings.

Discuss the proper use and handling of borrowed books. The discussion may stress such important points as the necessity for returning borrowed reading materials and the exercising of special care to prevent damage to or loss of borrowed materials.

Outcome #2

Have the pupils select stories enjoyed by the reading group. Have the class choose pupils to read aloud certain passages as monologues or dialogues. As a variation, have a number of pupils read aloud while others pantomime the exciting actions of the characters.

Make a chart containing some rules for good oral reading. For example:

A Good Oral Reader:
1. Speaks clearly
2. Stands straight
3. Holds head and book up
4. Follows the punctuation marks
5. Pronounces words correctly
6. Reads with feeling.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

READING (continued)

Have pupils give reports on library books they have read. Reports should be given orally to the class. They should include a reading of a short section of the book to the class. "The part I liked best," "the funniest thing that happened to the hero," "the most exciting part of the book," and other such statements may be used as guides to aid the pupil in selecting a brief section to read orally.

Discuss the advantages of becoming a good silent reader. Demonstrate to the class that silent reading is faster than oral reading by timing one of the better readers in the class while he reads a brief piece of material silently. Time the same pupil while he reads the same selection orally.

Outcome #3

Assign practice in auditory and visual perception of various word forms by preparing exercises on the blackboard or in mimeographed material which require close observation of the differences in detail of the printed word forms which affect the meaning and sound of the word. For example:

meet	hut	dig	look	flat
meat	nut	big	lock	flap

Have pupils determine "likes" and "differences" in each pair of words and then give a mimeographed exercise containing sentences in which the proper word from each pair may be inserted in a blank space. For example:

My sister will _________ me at the park.
The dog will _________ for a bone.

Prepare various exercises in mimeographed form which will help pupils unlock unfamiliar words by the use of digraphs as ch, sh, th, and wh. Digraphs are single speech sounds spelled with two letters. For example:

chin	cherry	chap
chest	choke	chew

Repeat similar exercises until the sound of ch in these words is established. Other similar exercises may be developed to teach and reinforce the learning of other digraphs.

Slow learners will not ordinarily learn to apply correctly several different sounds to the same combination of letters. For example, the combination ch should not be taught as having three kinds of sounds as found in the words chin, Christmas, and chef. Rather the ch should be taught as having the sound found in such words as chin,

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group III - 13 through 15 Years (cont'd)

READING (continued)

chap, chest. Words having different sounds for these letters should be taught as sight words. If this procedure is not followed, slow learners will become confused because they are not able to make fine discriminations nor apply complex rules.

Generally, only long and short sounds of vowels should be taught to slow learners. Vowel combinations, such as ea, ee, oa, ei should be taught as having the long sound of the first vowel in the combination. Those words to which this rule does not apply should be taught as sight words.

Prepare various exercises using such blends as bl, br, st. For example:

The sky is ________ue____.
The wind______ew______ the kite.
The smoke was ______ack______.

Prepare similar exercises using such blends as dr, cr, tr, fr, and pr. For example:

dress	drink	drop
drive	draw	dream

Continue practice with other blends, making certain that in each consonant blend both letters are heard.

Write some common root words on the blackboard and then build other words from them. For example:

engine	travel	farm	help
engineer	traveler	farmer	helped
	traveling	farming	helpful
	traveled	farmed	helper
			helping

This activity gives practice in word attack from root words and in building new words.

Explain the meaning of compound words. List some examples on the blackboard. Have the pupils make lists of compound words that they know or see in their reading materials.

schoolroom	campfire	pancake
farmhouse	snowman	cowboy

This is another way of giving practice in word attack. Pupils may know one part of the compound word and this will help unlock the other part.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group III - 13 through 15 Years (cont'd)

READING (continued)

Explain the functions of prefixes and suffixes. Use blackboard illustrations or duplicated exercises to compare the meanings of words with and without these additions.

Assign a variety of exercises which permit pupils to practice "separating" compound words, such as:

schoolroom
football
snowflakes
doorknob
flagpole
buttercup

Have pupils find and "separate" five compound words which they find in their reading material.

Outcome #4

Discuss the ways in which the free reading periods may be used to best advantage so that pupils will use this time profitably and enjoyably.

Discuss what makes some stories "good stories" so that pupils may begin to develop reading tastes.

Write eight or ten sentences, each identifying a character in a favorite story that the children have read. Have pupils match the name of the character to the sentence describing the character.

Have pupils find and read aloud passages in stories which describe moods of the characters, such as sad, lonesome, happy, surprised. This activity will help pupils learn to identify words which express moods and feelings.

Check pupils' reading comprehension by asking questions, such as:

How did Jerry feel when his savings were needed by his mother?
How did Billy feel when his friend lost the ball bat which Billy had loaned him?
How did Betty show that she was glad her friend won a prize for the best drawing?
How did Polly feel when her friend moved away?

Develop similar exercises using, "Yes" - "No," multiple choice, or completion questions to check pupil's interpretation and understanding of what he reads.

Have children dramatize a story. Have them discuss how the characters felt at different points in the story and how they looked.

Have pupils write several sentences about a story they have read during the library period.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

READING (continued)

Have pupils discuss why they would or would not like to be friends of story characters.

Have pupils draw pictures of their favorite story characters or make a colorful frieze of the best-known story characters in action.

Provide copy of a daily newspaper for each pupil. The newspaper can be used to provide a variety of reading activities, such as locating weather information, reviewing television and radio schedules of favorite programs, reading news items of current interest to the pupils, using the advertising section for imaginary shopping trips, and reading about sporting events.

Have each pupil practice using the telephone directory to look up his name and the names of his friends, the doctor, church, school, grocer, and clinic so that the pupils will be able to find the telephone numbers quickly when they are needed.

Take a short trip to a nearby office building and practice using the building directory.

Have a group discussion concerning the reasons for alphabetizing such things as building, street, and telephone directories. Practice alphabetizing lists, such as pupils' names, names of staff members, and streets in the area.

Discuss and list other situations where alphabetizing is used (index, dictionary, classified ads, encyclopedia, etc.).

Post or give pupils mimeographed copies of application blanks for Street Trades Permits, Boys' Clubs, The Y.M.C.A., and summer or part time jobs. Discuss forms and have pupils practice reading the words until they are able to understand and complete forms independently.

Have the pupils make a file of various kinds of greeting cards. Have them classify the cards as to type, such as birthday, Christmas, get-well, and Easter. This activity might be extended by having pupils alphabetize the cards according to the names of the people who sent them. This activity will give the youngster practice in alphabetizing as well as becoming acquainted with different types of cards for various occasions.

Have the pupils bring in consumer labels from clothing. Discuss meanings of words in directions on labels, such as "Washable," "Drip dry," "Use no detergents," "Do not wring," "Do not use hot iron," "Wash in lukewarm suds" so that they will be able to read these labels when they are taking care of clothing in their homes

READING (continued)

or those of others.

Use catalogs and order blanks to make imaginary orders to meet situations that pupils might encounter in day to day living. For example clothing for school wear, furniture for a specific room, and suitable Christmas gifts for members of the family.

Have the pupils practice reading menus of the type that they would encounter in restaurants and cafeterias. Role-playing can be used to make this activity more realistic.

Duplicate several short paragraph stories. Have pupils read and make up suitable titles or captions.

Write a set of directions which pupils may follow to complete an elementary arts and crafts project. Variations of this activity may be used to help develop the child's ability to follow the written directions which he will encounter in his daily living, such as recipes, patterns, or assembling.

Outcome #5

Show the class that a table of contents is found in the front of a book. Explain that it is a brief outline of the contents of the book and presents the chapter headings; and if subheadings are given, these are indented to show that they are a minor part of a main chapter. Practice reading headings and subheadings and finding page references quickly.

Have the pupils become familiar with the use of the table of contents in their textbooks. Refer to the topic of the study rather than the page when giving an assignment. For instance, in studying about teeth, say, "Turn to the chapter about teeth in your health books" rather than "Turn to page 65." In making arithmetic or social studies assignments, refer to the chapter headings or subjects rather than the page number.

Have pupils examine the tables of contents of various library books to find information for specific assignments in science, social studies, or health.

Discuss the meaning of a glossary. Have pupils use the glossaries in health, social studies, and science books.

Help pupils to understand that the alphabetical arrangement of words is essential in a glossary. Give many opportunities for practice in writing and arranging letters and words according to alphabetical order.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

READING (continued)

Have children make spelling word lists of "Our New Words," and arrange in alphabetical order to give practice in alphabetizing.

Have pupils list names of classmates in alphabetical order to make a class telephone directory. Individual directories can also be made. This activity will usually be pursued with interest by the adolescent slow learner and it will provide incentive and practice in learning alphabetizing.

List on the blackboard in mixed order, twenty words beginning with d. Have pupils rearrange them in alphabetical order, first selecting all the words beginning with da and then looking at the third letter of each word to decide which word should come next. Follow this procedure until all words have been correctly alphabetized.

From a list of familiar spelling or reading words, prepare exercises which will give pupils opportunities to locate words by the use of the first letter, the first two letters, and the first three letters.

Demonstrate that sometimes in a glossary and usually in a dictionary words are arranged in columns. Point out that the guide word above the left-hand column of the page indicates the first word appearing on that page, while another guide word above the right-hand column represents the last word appearing on the page.

Since words often have multiple meanings the teacher should prepare exercises designed to help the pupil choose the appropriate meaning of a word used in a particular context.

Have pupils prepare a class dictionary of multi-meaning words, such as "fast," "bank," "hit," "shop," "back," etc. and then give exercises in which the context of the sentence determines the meaning.

Aid pupils in learning to use reference books by showing the class how to use a simple index of the type found in a fourth grade textbook.

Have the class observe the ways in which an index is like a dictionary and the ways in which it is different. Dicuss the pupils' observations.

Have the class make a chart such as is shown on the next page:

Suggested Activities for Group III - 13 through 15 Years (cont'd)

READING (continued)

Using an Index

> An index always appears in the back of the book. The words in an index are arranged in alphabetical order and in columns. The pronunciation of hard words is sometimes given. An index gives the page number or numbers on which a subject may be found or described A subheading, with its page number or numbers, tells where to find a special topic under the subject.

Mimeograph or write on the board incomplete sentences which will aid the pupils in reviewing the things they know about an index, such as:

1. An index comes at the ________________ of a book.
2. An index is arranged in ________________ order.
3. The words tell the ________________ discussed in the book.
4. The number or numbers after each word tell on which ________________ the subject may be found.
5. Sometimes there are ________________ under each topic.

Write on the blackboard items similar to the following:

- airplanes, 16-24
- atom bomb, 34-42
- automobiles, 50-53
  - busses, 50
  - passenger cars, 51-52
  - trucks, 53
- boats and ships, 27-28
  - barge, 27
  - canalboat, 27
  - ocean liners, 28
- railroads, 238-239
  - express, 238
  - freight, 238
- steam power, 253
  - locomotives, 253
  - steam engines, 253
- wagons & carriages, 281

Give practice in using an index by asking pupils to refer to the index above to answer such questions as:

1. Between which two words may the subject, "automobile" be found?
2. Is "locomotive" a main topic or a subtopic?
3. On what page may "airplanes" be found?
4. Where can you find out about "steam power"?

Assign topics which will require children to use encyclopedia and other sources of information in the library and the classroom. Topics should not be complex and should be interesting and meaningful to the pupil. Famous people, holidays, birds, and animals are some of the categories which will provide interesting and meaningful

Suggested Activities for Group III - 13 through 15 Years (cont'd)

READING (continued)

experiences for developing the adolescent slow learner's techniques for locating information.

Outcome #6

Make several sets of flash cards which use words found on standardized word lists and in basic reading texts. Grade sets of cards according to difficulty. Give pupils opportunities to test their mastery of these various lists. Make individual charts or graphs for each set of words for each pupil. Have pupils chart progress in learning to master these words.

Make a list or set of flash cards involving technical and advanced words which the pupil encounters in his daily living which may not appear on standardized word lists at the level at which the pupil is reading. The list may contain such words as cafeteria, prohibited, counselor, elevator, auditorium, etc.

Have the pupils write a classroom book. This book should contain short stories of several paragraphs written by each pupil in the class. Topics such as my favorite sport, my hobby, going camping, a funny thing that happened to me, my biggest surprise, can provide the motivation for stories. These original stories should be carefully checked by the teacher and corrections should be made by the pupil. Corrected stories should be typed, mimeographed and placed in book form and distributed to each member of the class. Pupils should be given the opportunity to read their stories to the class.

Have children prepare book reports of books they have read independently. Children should be encouraged to read their reports to the class.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group IV - 16 through 18 Years

READING

1. Uses good reading practices.
2. Uses skillfully the basic mechanics of reading.
   a. Reads easy materials aloud with the facility needed to hold the attention of others.
   b. Adjusts reading speed to suit purpose.
   c. Reads silently with comprehension.
3. Displays competence in word attack.
   a. Uses context clues to determine unknown words.
   b. Uses word structure skills, such as recognizes common root words, compound words, and contractions.
   c. Applies word building skills, such as forming plurals, adding endings (ing, ed, y, er, est, ly), and common prefixes and suffixes.
4. Can participate in a variety of adult reading situations.
   a. Enjoys newspapers, magazines, and other story and informational materials written at approximately the fourth or fifth grade level.
   b. Reads for information such materials as driver's license tests, Social Security cards, forms, bulletins, want ads, maps, charts, and graphs.
   c. Reads and interprets traffic regulations and safety signs.
   d. Reads and interprets labels and instructions such as found on medicine, household cleaners, and poisons.
   e. Reads and interprets signs and instructions which provide for the safety of self and others.
   f. Interprets simple diagrams which accompany directions.
5. Knows how to locate information to help solve problems.
   a. Understands and uses common reference books, such as encyclopedias, atlases, and dictionaries.
   b. Knows to ask librarian to help him locate needed information.
   c. Uses telephone directory.
   d. Uses newspaper movie directories and television guides.
6. Reads material independently at approximately fourth or fifth grade level of difficulty.
   a. Has basic sight vocabulary of fourth or fifth grade level.
   b. Comprehends what he reads.
   c. Reads and understands technical words above fifth grade reading level, such as union, social security, income tax, withholding tax, contract, overtime, salary, workmen's compensation, and insurance.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group IV - 16 through 18 Years

READING

Outcome #1

Arrange room furniture so that pupils may have the best lighting possible during their reading periods. Provide a reading center showing the relationship of chair, table, and lamp as aids in reading. Emphasize the need for optimum wattage.

Have class committees make appropriate covers for the textbooks.

Discuss the responsibility of the individual for returning borrowed books to the school or public library, promptly and undamaged.

Outcome #2

Discuss standards for good oral reading in order that pupils understand that certain rules must be observed to hold the attention of others.

Have pupils record their readings on a tape recorder. Let them listen to their own recordings. Require each pupil to make an evaluation of his reading. Develop a plan with the pupil to make improvements in his reading.

Discuss the need for developing various reading speeds. Point out that when one reads for information or directions, he must read more slowly and carefully than when he reads for enjoyment.

Outcome #3

Give exercises in the use of context clues to determine the meaning of words, such as Tom and Jack were teammates. They played ball together in the Little League.

Write a word on the blackboard which has more than one meaning such as the word "crowd." Also write the definition "to push." After pupils have pronounced the word and read the definition, write two sentences such as:

There was a large crowd at the football game.

The truck tried to crowd the car off the road into the ditch.

Have pupils tell in which sentence the word crowd has the meaning given in the definition. This type of exercise will develop ability to use context to determine the definition of a word.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

READING (continued)

Give exercises in the use of context clues where the unknown word is found from the pupils' own experiences, such as:

The astronaut went into space.

The boat tipped when too many people got in.

Write exercises on the board in which the pupils may practice finding the unknown word by use of a contrast in meaning clue. For example:

Joe did not have to walk to school any more. He was transported by bus.

Give the pupils practice in determining the missing word when the context clue is a synonym for the unknown word. For example:

Jerry washed his father's car. He scrubbed it hard to get it clean.

Put a number of sentences on the board in which the context clue is a familiar expression or language experience. For example:

The hunter raised his gun to his shoulder.

Prepare exercises which give the pupils practice in determining new and unknown words when a paragraph conveys the meaning of the new word.

Everyone brought his lunch to the park. They played games and fished. They had a picnic.

Discuss the meaning of prefixes. For example, the prefix un might be taught as meaning "not." This prefix might be added to several common root words such as happy, true, clean, cut, etc. Pupils should then use these words in sentences to demonstrate that they know the meaning of the newly formed word. Variations of this activity should be used to teach common prefixes and suffixes.

Have pupils make a list of common prefixes and suffixes and their meanings. These may be included in their English notebooks for reference.

Outcome #4

Have a corner or table for magazines where pupils may browse and read during free time. Have pupils bring copies of illustrated magazines and newspapers to school for use on this table.

Form a book club, and each week have a pupil relate an interesting story he has read. This may stimulate others to read the same book

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

READING (continued)

or may challenge other pupils to read and tell their most interesting stories.

Reproduce condensed versions of some favorite stories in booklet form. These condensations should be written by the pupil. Have pupils illustrate these stories to stimulate their interest in reading for pleasure.

Provide bulletin board space to give pupils an opportunity to share poems, magazine articles, riddles, jokes, songs, or other entertaining materials which they find in their reading.

Develop exercises which will help pupils learn to use the want-ad sections of the daily newspaper. This can be done by providing each pupil with a want-ad section of the newspaper. Delineate problems that the pupil will meet in his daily living which will require the use of this section of the newspaper. Duplicate these problems or write them on the blackboard. Renting an apartment, locating a specific kind of job, purchasing a used automobile or household furnishings are examples of the kinds of problems that may be used.

Demonstrate and discuss how the want-ad section of the newspaper is arranged. Discuss the kinds of information that are included under the various classifications, such as apartments, used automobiles, household furnishings, pets, and help wanted. Make a list of items, such as baby crib, bulldog, Chevrolet, piano, golf clubs, etc. Have pupils indicate which section in the want ads would contain this information.

Discuss the arrangement of the daily newspaper. Familiarize the students with the kind of information that is found in the various sections, such as society, sports, vital statistics, weather, and local and international news. Give pupils sample items and have them tell in which sections they might be found. Following are some examples of the kind of items that might be used:

Mary Jones is getting married.
The Yankees won the series.
The President is making a speech.
John White died.
Bill Brown wants to sell his car.
Joe Smith was in an accident.

Construct a chart of words and symbols which are used to indicate dangerous objects or poisonous substances. Have children discuss the meaning of these words and symbols. Talk about where these words and symbols may be found.

LEARNING TO COMMUNICATE IDEAS

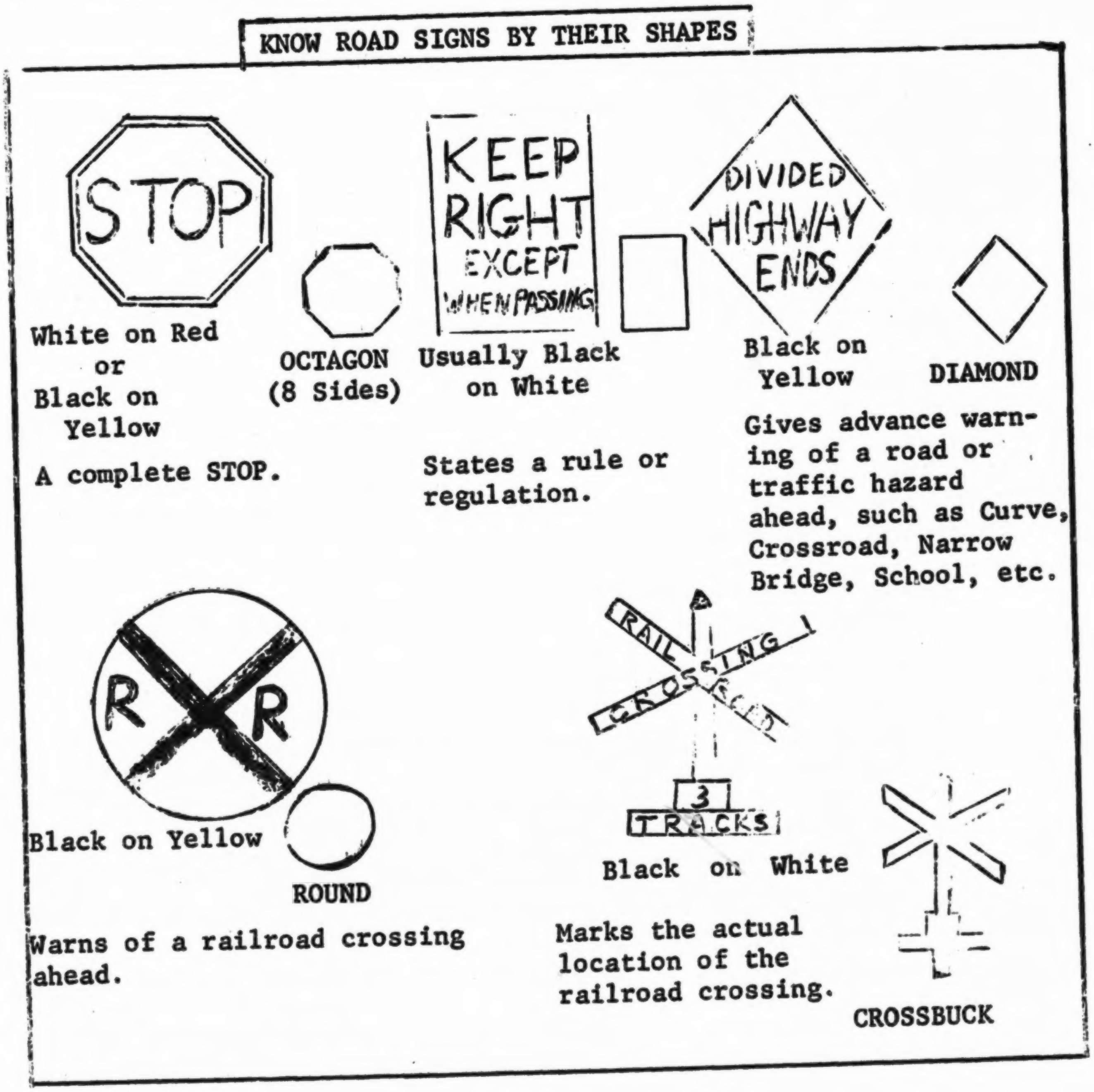
Suggested Activities for Group IV - 16 through 18 Years (cont'd)

READING (continued)

Have pupils note safety signs that they observe in their school, at work, and while traveling about in their community. Have them report their findings to the class.

Have pupils bring a set of written directions. These directions may indicate how to make something, assemble an object or complete an application blank. Have a pupil read the directions and demonstrate how he would follow them.

Display in the classroom pictures or reproductions of traffic signs. Discuss the meaning of the various signs. Prepare a mimeographed sheet containing outline of signs. Have the pupils write in their own words what these signs tell them to do.


KNOW ROAD SIGNS BY THEIR SHAPES
STOP
White on Red or Black on Yellow
OCTAGON (8 Sides)
KEEP RIGHT EXCEPT WHEN PASSING
Usually Black on White
DIVIDED HIGHWAY ENDS
Black on Yellow
DIAMOND
R R
Black on Yellow
ROUND
RAIL ROAD CROSSING
3 TRACKS
Black on White
CROSSBUCK

A complete STOP.

States a rule or regulation.

Gives advance warning of a road or traffic hazard ahead, such as Curve, Crossroad, Narrow Bridge, School, etc.

Warns of a railroad crossing ahead.

Marks the actual location of the railroad crossing.

Example of display chart.

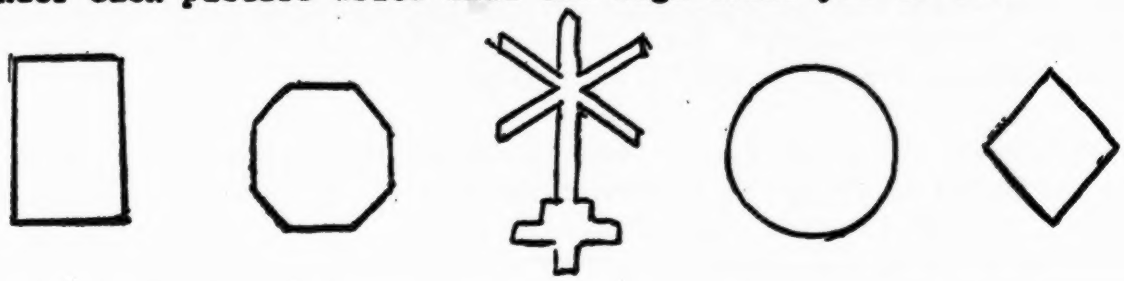
Suggested Activities for Group IV - 16 through 18 Years (cont'd)

READING (continued)

Example of seatwork.

DO YOU KNOW THESE TRAFFIC SIGNS?

Under each picture write what the sign tells you to do.



_______ _______ _______ _______ _______

_______ _______ _______ _______ _______

Outcome #5

Discuss the purposes of common reference books. Point out the specific kinds of information found in each one. Use sample copies of various reference books such as the encyclopedia, dictionary, and atlas to illustrate the discussion.

Take a trip to the library to find where the reference books are located. Introduce the pupils to the librarian and have her talk to them. Have her tell them that she is there to help them and that they should feel free to seek her assistance when using the reference materials. Make a chart about using the library for reference materials.

How to Use the Library

- Ask the librarian to help you find the book or information you need.
- Handle the books carefully.
- If a page is torn, show it to the librarian.
- Do not mark in the books or tear out pages.
- Use book marks.
- Do not talk or make unnecessary noise in the library.

Have pupils practice getting information or help from the librarian through dramatization in the classroom. This activity should be designed to help pupils gain experience in asking for information in a logical manner.

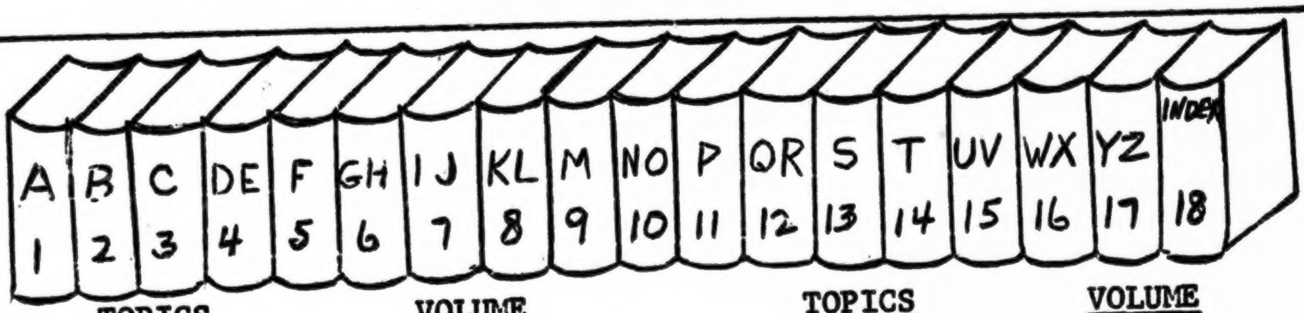
Demonstrate and have pupils practice using the guide words at the

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

READING (continued)

top of each page of the encyclopedia as a means of locating the topic quickly.

Prepare a mimeographed sheet (see illustration). Have pupils indicate beside list of topics the volume in which the topic would most likely be found.



TOPICS VOLUME

Cincinnati............ _____
Lincoln.............. _____
Ohio................. _____
Statue of Liberty..... _____
Washington........... _____

TOPICS VOLUME

Democrat.......... _____
Republican........ _____
Income Tax........ _____
Social Security... _____
Chicken Pox....... _____

Give assignments in the use of the yellow pages of the telephone directory for the purpose of locating persons who can render needed services. For example, ask pupils to find a plumber who lives in their neighborhood, or ask them to find their doctor by name in the alphabetical list of physicians, or locate a moving company or a television repair service. Put a list of such services on the board and have pupils locate the phone number for the different services.

Divide the class into small committees. Give each committee an assignment to look for some specific information found in reference books. For example:

How many states are there which border the Atlantic Ocean?
What was Abraham Lincoln's birthdate?
What is the definition of the word "flammable?"
When is the first day of spring?

After the committees have successfully located the information, they should report back to the class, telling which reference book they used, how they looked for the information in the book, and the answer to the question in their assignment. This exercise will help pupils understand the differences in reference books and how they can use them in solving problems.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

READING (continued)

Outcome #6

Make a display of interesting book jackets to encourage discussion of the books and their characters or contents.

Provide time and suitable materials for free, independent reading. A notebook may be kept by each pupil in which a sort of summary report is made of each book he has read.

Assign each pupil a topic which is of particular interest to him. Have him read as many stories or books about that subject as he can within a specified time. Have him make a notebook about the topic, including illustrations, brief summaries of the books, and titles and authors. The notebook should be handed in, displayed, and graded.

Have books available of stories which pupils have seen on television and in the movies. Many of these stories are now available with low reading vocabularies. Adolescents will be especially interested in such well-known people and characters as Davy Crockett, Buffalo Bill, Abe Lincoln, George Washington, Tom Sawyer, Clara Barton, Florence Nightingale, and The Little Women.

Collect copies of application blanks from industry and business places which have jobs slow learners might hold. Discuss the meaning of terms appearing on the application blanks. Have individual pupils read an application blank and discuss items appearing on the blank, such as references, marital status, education, place of birth, and experience.

Duplicate sample application blanks beginning with very basic forms and ranging to complex forms. Have pupils practice filling out these forms. When a pupil has satisfactorily filled out one form correctly, he should be provided with a more complex form.

Make a set of flash cards containing technical and difficult words which the slow learner will encounter in his daily living. Generally these will be words that will not be included on standard fourth and fifth grade word lists. These words may be taken from the application blanks, newspapers, place of work, and the community. These cards should be comprised of words, such as income tax, salary, insurance, Workmen's Compensation, application, contract, emergency, entrance, and zone.

Have the pupils put technical and difficult words into sentences which indicate that they understand their meaning.

Have pupils write short paragraph stories describing the jobs that they hold in the work occupation program. The story should be

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

READING (continued)

checked by the teacher and corrected by the pupil, and then duplicated for the entire class. The story may describe the responsibilities of the job, the special skills that the job requires, the importance of the job, and what the pupil has learned from the working situation.

Make a bulletin board display of pictures cut from magazines depicting jobs that slow learners can hold after they leave school. Have pupils write brief paragraphs to accompany each picture telling something about the job, its requirements and its importance.

Have pupils keep individual scrapbooks of want-ads clipped from newspapers which describe the type of job the pupil might be capable of filling. This will enable the pupil to become familiar with words pertaining to future jobs, as well as to gain skill in reading newspaper ads.

Introduce to the pupils, books about commendable behavior, high ideals, and proper sense of values. Guide pupils to see the results of such behavior on the lives of the characters in the stories.

Secure sample income tax forms, Social Security forms, withholding tax information, and any Workmen's Compensation and insurance forms which are available from government offices. Discuss contents of these forms. Talk about the meanings of difficult and new words on these forms. Practice filling out various forms.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

The Oral and Written Communication and Listening Program

Procedures, Techniques, and Methods in the Oral and Written Communication and Listening Program

The slow learner develops skills in oral and written communication and in listening in essentially the same manner and sequence as does the child with normal learning capacity. His skill in language will develop in the following sequential order: listening, speaking, reading, and writing. The slow learner probably will never become so proficient in reading and writing as he will in speaking and listening. In fact, his main channels of learning will likely be those associated with oral communication and listening. Therefore, it is absolutely necessary that the school program provide for individual growth in these essential areas of communication.

Developing Speaking and Listening Skills

Through the development of speaking and listening skills, the slow learner will secure information, maintain contact with his friends, and learn about the world in which he lives. In addition, the development of these effective communication skills will make a valuable contribution to the slow learner's feelings of poise, assurance, self-confidence, and his ability to relate to others. Therefore, specific experiences will need to be structured and provided within the school setting which will help the slow learner develop these important skills.

The slow learner will present several problems related to communication which must be recognized before an effective program can be developed. First, the slow learner will often come to school handicapped in many ways in the development of his speaking and listening skills. Generally, the young slow learner will be more limited in his vocabulary development and will demonstrate more tendencies to talk in one or two word sentences. Many will come from homes which have not provided them with broad experiential backgrounds necessary for motivating good speech development or understanding of language. In addition, the slow learner will often enter school unprepared to give the attention that is necessary for learning by listening. His attention span is often short and easily diverted. Frequently, he will not have developed habits which facilitate listening,such as sitting still and being quiet while someone is speaking to him. In fact, he may have learned not to listen because incorrect responses, due to lack of understanding, may have resulted in punishment. He may be so accustomed to not understanding or to people's not caring whether he understands that he has learned not to listen to others. The school will be confronted with a number of specific problems which it will need to overcome to make a good beginning in the development of speaking and listening skills in young slow learning children.

A second problem which affects the development of speaking and listening skills in the slow learner is closely tied to the nature of his defect. Language skills for all children are developed through meaningful experiences. The slow learner will generally have fewer experiences to

Developing Speaking and Listening Skills (continued)

build upon; and he will be unable to use, understand, and assimilate those experiences as well as the more able child. The net result will mean more difficulty in developing speaking and listening skills. Therefore, a carefully guided program which will help him gain meaning from his experiences will need to be provided.

The problems associated with the development of speaking and listening skills will not subside for the slow learner as he grows older. Society, by and large, will make the same demands upon him in the language areas as it does upon his normal counterpart. In order to hold a job, he will need to converse, follow verbal directions, ask intelligent questions, and show some ability to gain and relate information verbally. In his special contacts, too, the slow learner, in order to live and relate successfully to others, will need to have sufficient skill to assimilate information, converse easily and logically, and understand basic concepts. The slow learner will often be accepted or rejected by others in direct relationship to the effectiveness he demonstrated in these important language areas. Many of the slow learner's problems in speaking and listening will be closely related to his difficulty to learn, assimilate, and transfer knowledge from one situation to another. In order to help him gain the necessary skill, poise, and confidence to meet those situations which will require him to demonstrate speaking and listening skills, it will be necessary to provide many meaningful experiences within the school similar to situations which will confront him in his daily living. In addition, the teacher will need to identify carefully the pupil's weaknesses and then carefully plan an experience which will help him overcome them.

The school program for developing effective speaking and listening skills will need to consider three factors of major importance. These are the physical setting in which learning is to take place, the psychological atmosphere which affects the learning climate, and the experiences which provide for learning.

The purpose of a desirable physical setting is to encourage speaking and listening skills. The physical setting should convey to the pupil an interesting, informal, and familiar atmosphere which provides natural opportunities for him to converse easily. It should provide colorful, interesting, and varied pictures, displays, materials, and objects which will stimulate him to talk. In order to provide a setting which is conducive to developing listening skills, the room should have good acoustic qualities. It should be free from extraneous noise, should be well ventilated, and should provide sufficient light.

Probably even more important than the physical setting is the psychological climate of the classroom. The psychological climate will represent the intangible feelings which encourage pupils and teacher to speak and listen to each other. These feelings will have their basis in good teacher-pupil relationships founded in mutual respect, acceptance, and understanding. A good psychological climate will be valuable in developing listening and speaking skills because it will encourage pupils to

Developing Speaking and Listening Skills (continued)

talk freely, express opinions and ideas openly, ask questions, and show respect for others by listening to what they have to say.

Even though the physical and psychological setting of the classroom are significantly important, the core of developing an effective language program lies in the experiences which are provided for learning. In order to develop the necessary speaking and listening skills, the experiences which are provided must be rich, varied, meaningful, and of interest to the slow learner.

Because the young slow learner often comes to school with a limited vocabulary and immature forms of expression, the primary program needs to develop ample first hand experiences. These experiences will provide concrete situations about which the pupil can talk and from which he can build vocabulary. Experiences should consist of visits to various parts of the school, parks, stores, and other points of interest in the immediate neighborhood. The classroom itself should be rich in first hand experiences -- science corners, museum tables, play corners, pets, pictures, and story materials. All of these experiences will aid in the development of speaking and listening skills because they will provide the pupils with something to talk about.

First hand experiences play an equally important role in the language program for the older slow learner. They, like normal children, will express themselves more fluently and listen more intently when they are talking about situations in which they have had ample experience. If discussions are to be meaningful, they should seldom be conducted on an abstract verbal level. Real life examples, pictures, or first hand experiences will need to be provided if meanings are to be clear. For example, at the high school level, when slow learners are talking about filling in application blanks for positions, they should have the actual material before them. Much of the growth in speaking and listening skills for the slow learner will depend upon the resourceful teacher's ability to capitalize upon classroom situations.

It should be recognized that the development of speaking and listening skills at all levels will cut across all activities and phases of the school program. While some experiences may be planned for the development of specific language skills, much of the learning in this area will be an intrinsic part of every situation in which the pupil is involved throughout the school day. For example, planning and discussion periods will fit into many parts of the school day. Listening to and telling stories, making reports, evaluating, making observations, and dramatizing are all methods that are utilized throughout the school program which may directly or indirectly develop speaking and listening skills. For example, making a report about a student council meeting, dramatizing a job interview, answering questions concerning a science or art project, or dramatizing how to introduce one's date at a school dance may all be experiences which serve to develop important listening and speaking skills as well as other important concepts, attitudes, and understandings.

Developing Speaking and Listening Skills (continued)

Effective listening is a skill so important to the slow learner at every age level that the teacher must see it as an integral part of every classroom situation which calls for oral communication.

It is, perhaps, even more important for the slow learner to become a good listener than it is for his more able friends because a greater part of his learning comes from what he hears. He will not be so able as other children to rely on his reading skill for the things he needs to know. The essential skill of listening is learning to focus attention upon what one is hearing in order to understand, interpret, or react. The broader the experiential background of the listener, the more effectively he is able to interpret what he hears. Therefore, experiences should be provided which will facilitate intelligent interpretation of what is heard as well as building attentive attitudes. For example, when helping pupils plan for oral reports, the teacher should discuss with them those factors which contribute to being a good audience.

In planning periods and other discussion situations, it is important to talk about taking turns, listening attentively, and respecting the contributions and views of others. Essentially, learning to listen is one aspect of learning respect for other people. One listens because what another has to say is important. One listens because he wants others to listen to him. These understandings regarding listening should be emphasized throughout the total school program.

The realization by educators of the importance of speaking and listening skills to the slow learner's present and future adjustment make it imperative to provide for the development of these skills at all levels of the school program.

Developing Writing and Spelling Skills

In order to operate effectively within a school and community, the slow learner will need to complete his development of communicative skills by learning to write and spell. While it is true that his needs for written expression are considerably less than they are for oral communication, he will, nevertheless, need to acquire some skill in writing and spelling in order to meet daily situations. He will need these skills to write letters, record messages, compile shopping lists, and complete applications and forms. Writing and spelling skills are closely tied to the development of all other communication skills. For the learner, writing and spelling are not ends in themselves, but merely tools for communication and self-expression. The purpose of teaching writing and spelling in the program for the slow learner is to provide him with an easy, effective way by which he can communicate. This can be accomplished by developing his ability to write legibly and easily and to spell correctly in meeting ordinary demands of living.

Writing and spelling are the last of the communication skills to be developed. Experience has demonstrated that they can be developed most effectively with slow learners if they are taught concurrently. It should be noted that writing and spelling are essentially cognitive processes in which the learner must see relationships between ideas and the written symbols. For the slow learner, this will be a difficult and slow process because it will require him to transfer, generalize, and deal with abstract symbols. The slow learner, in order to write and

Developing Writing and Spelling Skills (continued)

and spell effectively, must have an idea or a series of ideas which he wishes to express. He must have the ability to phrase these ideas in clear sentences and in logical order. This process is vastly more complicated than expressing the same idea verbally.

Effective experiences in oral communication will build psychological readiness for the development of written communication skills. The slow learner's physical readiness will be determined by his ability to use and control his small muscle movement. Teachers will know when this physical readiness has been reached because the slow learner will show an ability and desire to copy geometric forms and trace lines and figures.

At the primary level, the slow learner's first experience with written communication should come through situations in which he helps to formulate ideas while the teacher does the writing. Through this type of experience, the slow learner will begin to see that words and ideas can be recorded by written symbols. Examples of such group compositions are thank you notes, notes to parents, invitations, experience charts, summaries of field trips, plans for the day, helper's lists, and various kinds of labels.

When the learner has reached the stage of psychological and physical writing readiness, he should be taught letter formation and how to write his name. He will soon reach the next stage, copying the teacher's record of the ideas he has helped formulate. His earliest experiences with writing will consist primarily of copying because he will not have developed sufficient skill in spelling to be able to record his own ideas in written form. As the child gains in his ability to read, copy, and spell, he will acquire a stock of words he can spell which will enable him to write brief sentences with partial independence. These early writing experiences will consist of writing captions for pictures, brief notes or letters, or a sentence or two expressing an idea. Even though these beginning writing attempts will be brief, they should have meaning and purpose to the learner. As the child gains in skill, he will reach the stage where he will be able to write with a minimum of help. The teacher will need to capitalize on every realistic situation that affords an opportunity for the slow learner to write.

The upper levels of the slow learning program will demand that the pupil use more complex writing and spelling skills. At this level he will need to write reports, answer questions in writing, and fill in various forms and applications. Before he can do this effectively, much direct teaching will need to take place. He will need to be given much help in learning to formulate ideas or give information in writing. In addition, he will need help and practice in increasing his skill in writing legibly, spelling, and punctuating correctly. In helping the slow learner formulate ideas, the teacher will find it useful to employ such basic approaches as:

Is this what you wanted to say?

What do you want to say?

Developing Writing and Spelling Skills (continued)

> Now let's listen to see if your sentence
> says what you want it to say.

Such an oral approach is helpful to most pupils. It is particularly important in helping the slow learner say in writing what he means. Learning to spell correctly should receive heavy emphasis at this level. He must learn to spell in order to communicate effectively. He will need to learn to spell those words which confront him most often in reading and writing. Unlike the normal child, the slow learner will need to learn to spell many words which are not found on his academic achievement level. These will consist of crucial words drawn from the community and the world of work. He will learn to spell in much the same way as do normal children. This process will consist of understanding, seeing, hearing, and reproducing the word correctly.

Throughout all phases of the program, writing and spelling skills should be related to a purpose which the learner perceives as meaningful to him. The development of these skills should be functional. It should cut across all aspects of the school program and be an integral part of all learning activities. While a major portion of the development of writing and spelling should be of a functional nature, regular practice periods may be provided to help eradicate specific difficulties which individual pupils are having. Generally, after the beginning stages, writing and spelling skills should be approached as an individual problem. Instruction should be geared to helping pupils improve in those areas in which they demonstrate weaknesses.

General Outcomes for Group I - 6 through 9 Years

SPEAKING AND LISTENING

1. Begins to express self in clear and understandable speech.
2. Begins to participate in discussions and conversations.
3. Begins to speak before small groups.
4. Begins to observe simple social courtesies when listening and speaking.
5. Begins to develop listening skills.

WRITING AND SPELLING

1. Is aware of how writing is used.
2. Begins to have need for expressing himself in writing.
3. Begins to develop basic skills in handwriting.
4. Becomes aware of capital letters and common punctuation marks.
5. Becomes aware of the importance of correct spelling.

General Outcomes for Group II - 10 through 12 Years

SPEAKING AND LISTENING

1. Expresses ideas clearly in common situations calling for oral communication.
2. Begins to contribute freely and become an effective participant in discussions and conversations.
3. Makes simple presentations effectively before the group.
4. Uses common social courtesies when listening and speaking.
5. Continues to develop listening skills.

WRITING AND SPELLING

1. Begins to express himself in writing.
2. Is able to use both manuscript and cursive writing with reasonable legibility.
3. Begins to use punctuation and capitalization.
4. Attempts to spell correctly.

General Outcomes for Group III - 13 through 15 Years

SPEAKING AND LISTENING

1. Communicates effectively in a great variety of situations.
2. Participates effectively in discussions and conversations.
3. Speaks before a group in a variety of situations.
4. Uses complex speaking and listening courtesies.
5. Has well-developed listening skills.

WRITING AND SPELLING

1. Expresses himself in writing with a minimum of adult help.
2. Begins to realize the value of legible writing.
3. Applies simple rules of capitalization and punctuation.
4. Spells correctly in most of his written work.

General Outcomes for Group IV - 16 through 18 Years

SPEAKING AND LISTENING

1. Uses effective communication skills.
2. Meets typical conversation and discussion situations with skill and ease.
3. Speaks effectively before a group.
4. Knows and uses common listening and speaking courtesies.
5. Listens attentively and effectively.

WRITING AND SPELLING

1. Writes independently and coherently to meet personal needs.
2. Writes legibly with ease and reasonable speed.
3. Uses punctuation and capitalization correctly and habitually in meeting his day-to-day writing needs.
4. Spells words needed in meeting his daily writing tasks.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group I - 6 through 9 Years

SPEAKING AND LISTENING

1. Begins to express self in clear and understandable speech.
    a. Expresses self in one or two sentences.
    b. Relates events so that two or three ideas are in proper sequence.
    c. Increases vocabulary by using new words.
    d. Improves enunciation of words.
2. Begins to participate in discussions and conversations.
    a. Contributes ideas based on personal experience.
    b. Relates information.
    c. Asks and answers questions.
3. Begins to speak before small groups.
    a. Conveys an idea to the group.
    b. Gives simple descriptions and explanations.
4. Begins to observe simple social courtesies when listening and speaking.
    a. Awaits turn to talk.
    b. Listens when others speak.
    c. Introduces self to group and teacher.
    d. Begins to answer telephone.
    e. Uses please and thank you correctly.
5. Begins to develop listening skills.
    a. Listens to and understands simple directions.
    b. Enjoys listening to stories and music.

WRITING AND SPELLING

1. Is aware of how writing is used.
    a. Begins to see that writing conveys information.
    b. Knows that adults use writing.
    c. Begins to develop muscular co-ordination necessary to beginning handwriting.
    d. Begins to see that words are made by combining letters.
2. Begins to have needs for expressing himself in writing.
    a. Recognizes when it is important to sign his name.
    b. Shares in group composition of experience charts, letters, etc.
3. Begins to develop basic skills in handwriting.
    a. Begins to be aware of good writing posture.
    b. Develops an awareness of letter formation and spacing of manuscript writing.
    c. Writes some number symbols.
    d. Copies written material accurately.
4. Becomes aware of capital letters and common punctuation marks.
    a. Recognizes the difference between capital letters and lower case manuscript letters and copies each accurately.
    b. Begins his name with a capital letter.
    c. Recognizes that his teacher begins sentences with capitals and ends with periods.
5. Becomes aware of the importance of correct spelling.
    a. Attempts to copy words accurately.
    b. Spells name and a few common words correctly.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years

SPEAKING AND LISTENING

Outcome #1

Speaking, listening, writing, and spelling skills will be developed both through incidental and organized systematic learning activities throughout the school day. In addition many of the activities developed for reading and arithmetic may also strengthen skill development in this area. Listed in this section are examples of some of the more specific activities which may be used for developing speaking, listening, writing, and spelling skills.

Have a sharing period during which the children take turns in talking about out-of-school experiences, such as parties, picnics, movies, television programs, fun with toys, pets or family events.

Have the children take turns repeating one or two sentences from an experience chart to others in the classroom. For example: "Today is Monday. The sun is shining." "Next week Bobby will have a birthday. He will be ten years old on Wednesday." "It is spring. The leaves are on the trees."

Demonstrate that hands and objects near or in the mouth make speech difficult to understand. The teacher can say the same words or sentence, first with hand over the mouth, then without obstruction. Have the pupils tell which speaking they understand the best.

Give children practice in using new words they learn. After they have learned the meaning of the word, the teacher should give sentences orally which the children must complete with the new word. For example: "Mr. Jones is our ________________." Pupil must say "principal." "His room is called an _____________." Pupil should say "office."

Help children develop new words through the use of pictures. Show them pictures and ask them to identify what they see. Introduce new words and have them pronounce the word and point out the object in the picture. An example might be a picture of a farmyard with several animals. The children will probably be able to identify the animals by name, such as pig, cow, and horse. Then the teacher can tell them that these are all animals. The child can then describe the picture, identifying each animal by name, then saying, "These are all animals." Various pictures should be used for the same new word, allowing repetition until the word becomes a part of the child's vocabulary.

Have an assortment of small toys in a box or a collection of pictures. Select an object and describe it. The children will guess what the object is by your description.

"I see something round and red and it begins with b."
"Is it a ball?" "Yes, it is a ball."

Suggested Activities for Group I - 6 through 9 Years (cont'd)

SPEAKING AND LISTENING (continued)

Consult speech books for jingles and verses emphasizing speech sounds. Repeat saying jingles and verses many times to help improve enunciation.

Make tape recordings of children's speech. Let children listen to their recordings to hear how they sound. This will show a need and reason for practicing better enunciation.

Set a good example of proper speech in all classroom activities. The teacher's habits play an important role in helping children hear and learn good speech.

Outcome #2

Evaluate excursions, pictures, books, movies, and television programs through group discussion.

Divide the class into small planning groups to make plans for a class trip, picnic or party.

Play a game called "My Name." Teacher can start the game by saying, "My name is Miss Jones. What is your name?" As she says "What is your name?", she taps a child on the shoulder. He in turn says, "My name is Alan Nelson. What is your name?" Then he taps another child on the shoulder. The game progresses until all children have had a turn. The game can be varied by using ages, addresses, or telephone numbers.

Discuss the need for asking questions. Point out that asking questions is one way of finding information we need. Talk about some things we need to know and how we would ask questions to find out about them. For example, we need a broom. We do not know where it is kept. We can ask the janitor. We will ask him, "Where is the broom?" Questions should be kept simple and should relate directly to something the children see as important or needed information.

Have children describe and explain pictures they have drawn in class. Ask questions about specific parts or items in the picture as a help for describing the picture. For example: "What is the little round circle in the sky?" and "Tell me what the boy is doing." are helpful clues to stimulate the descriptions.

Outcome #3

Have the children tell or dramatize simple stories before group or class. Such stories should be very familiar ones and favorites of the children.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

SPEAKING AND LISTENING (continued)

Make an attractive experience chart containing pictures cut from magazines and centering around one topic, such as a holiday. Have each child take a turn coming to the front of the room and finding something about the day that he likes. Have him tell what the picture is and something about it.

Plan a discussion or "telling time" about a specific topic, such as a television program, clothing, signs of spring or pets. Have each child take a turn and come before the group to tell something about the topic.

Have the children take turns in leading the group in well-known songs, fingerplays, and rhythms.

Have the pupils come before the class and tell the part of a story or movie they liked best. When this can be done with ease, expand the activity and have pupils tell also why they liked a certain part best and whether the story was funny, sad, or happy.

Let room helpers explain the functions of their jobs to the new helpers. When a new helper is chosen to do a job, the old helper should be able to tell when and what he had to do to perform his task.

Outcome #4

Explain to the children what good speaking and listening manners are. Use stories and filmstrips which illustrate good manners.

Have children take turns practicing introducing themselves to the teacher, visitors, and new children. Introductions should consist of a simple "hello" or "how do you do" and the full name of the child.

Practice using language courtesies, such as thank you, excuse me, and I'm sorry, throughout the classroom day whenever occasions arise.

Make a chart with cartoon or caricature illustrations showing good and bad manners. Talk about the pictures and have children look at them. Then think about the way they have behaved and decide if they have used good manners during the day. Some of the Munroe Leaf Watchbird series could be used from the book, "Manners Can Be Fun."

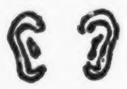
Use toy or real telephones to teach children how to answer a phone. Point out such things as how to hold the receiver, that they should answer the person calling, that they should not hang up when calling another person to the telephone, and that they should listen

Suggested Activities for Group I - 6 through 9 Years (cont'd)

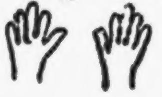
SPEAKING AND LISTENING (continued)

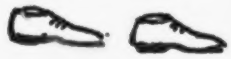
carefully to what the person calling is saying. Use real situations to give children practice in answering the telephone. The teacher may use one phone and call one child, who must answer the phone and call another child to the phone to talk.

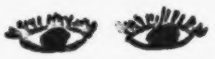
Teach the children the poem "Listening" with accompanying actions. Illustrate poem on a chart to make it more meaningful. Talk about how keeping hands, feet, and mouths quiet, and watching the speaker, will improve listening. See illustration.

We listen with our ears, of course. 

But it is very true,

Our hands 

And feet 

And eyes 

And mouth

Can help us listen, too.

Outcome #5

Give simple directions which the child is to follow in the sequence given. Examples: "Go to the toy shelf. Get the red ball. Put it on the table." Discuss with the children how well the directions were followed.

Play a listening game, such as "Policeman, have you seen my child?" One child is selected to be the policeman. Another child asks the policeman, "Policeman, have you seen my child?" Policeman asks, "What does your child look like?" Then the child describes one of the children in the room including his appearance and clothes. The policeman then looks for the child.

Use riddles and rhyming games to improve listening skills.

It is a toy.
It is round.
It is made of rubber.
What is it? ____________________

I am thinking of a word that rhymes with ball.
The tree is ______________.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years (cont'd)

SPEAKING AND LISTENING (continued)

Play games, such as "Going to London," which have an additive principle. First child says, "I am going to London. I am taking my suitcase." Next child repeats what the first child has said and adds another item. Games such as this should be played in groups of not more than four or five children at this level.

The number of children may be increased as the group skill improves.

Read interesting and highly illustrated stories to the class. Ask questions about the content of the story, such as:

What was the little boy's name in the story?
Did he have a puppy or a kitten?
What color was the puppy?

Activities such as this will help develop good listening habits and enjoyment of stories.

Make a tape recording of each child's voice. Have him describe himself but not tell his name. Play recording for the class and have other pupils guess the identity of the voices.
The recording should be brief, such as:

I am a little boy.
I have brown hair.
I am eight years old.

Activities such as this will not only help develop ability to listen carefully, but also to speak more clearly.

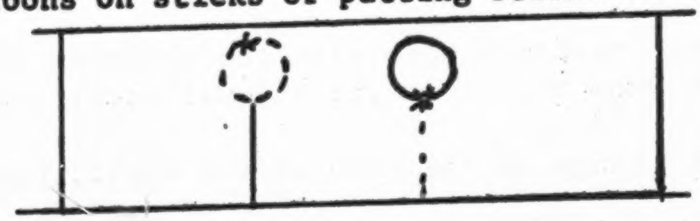
Have a music period. Let the children help select favorite records of songs and music that they want to hear. Records which tell the children to clap, to sing along with a part of the record or to imitate sounds, will be helpful and enjoyable to use in this activity.

WRITING AND SPELLING

Outcome #1

Develop skills needed in handwriting by tracing or drawing geometric shapes freehand. Use exercises which teach fundamental shapes and movements, such as:

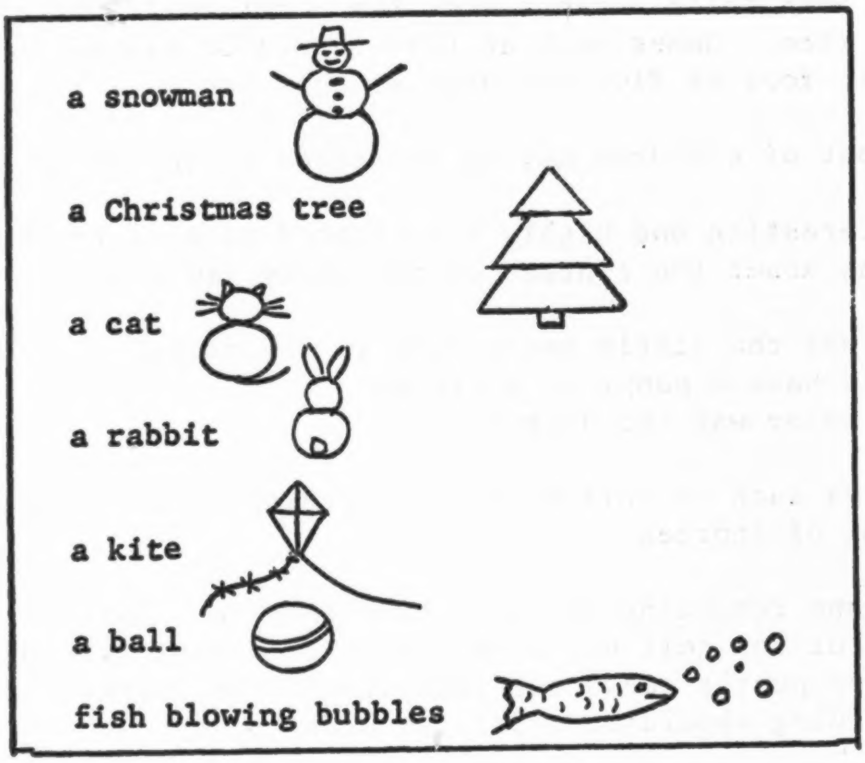
a. Putting balloons on sticks or putting sticks on balloons.



Suggested Activities for Group I - 6 through 9 Years (cont'd)

WRITING AND SPELLING (continued)

b. Make simple objects using sticks and circles, such as:



Reserve a space at the blackboard for the children's use. Allow children to go to this space in their free time to write or draw. Beginners for writing need encouragement to use the chalk and the blackboard for developing large and small muscle control for writing.

Provide an easel with the necessary painting materials. The use of large brushes and big sheets of paper aids in developing the motor co-ordination necessary to beginning writing. Finger painting is another activity in which children may experience large and small muscular development.

Allow children to use paper, crayons, and pencils during free time. Scribbling, drawing circles and lines, and coloring pictures will help them to become familiar with writing materials. Have them look for things in the scribbling and drawing that look like letters.

Help children understand that writing tells stories. When reading stories to children, stop and show the pictures and the print. Tell them that the print tells what the pictures are about.

Send written messages home with the children when the need arises. Explain to them that this writing will tell their mothers something.

Label such things in the room as toy shelf, book shelf, teacher's

Suggested Activities for Group I - 6 through 9 Years (cont'd)

WRITING AND SPELLING (continued)

desk, door or wastebasket. Talk about labels and what they tell us. Also, use question or statement labels to accompany science-table exhibits or other displays.

Make each child a set of alphabet cards with each card containing an individual letter in manuscript. Let him use the cards to put them together to form the words which he sees on the labels around the room. This activity can be done during free time.

Use flannelboard and letters to show how words are made.

Outcome #2

Have children make a scrapbook of pictures of familiar objects cut from magazines. Each child's name should be printed on the front of the individual scrapbook. Display the scrapbooks on a table in the room. Demonstrate the importance of marking belongings with names by having each child go to the table and pick out his own scrapbook to show to the class. After the children have learned to identify their own scrapbooks, the activity may be expanded by having them go to the table and select a classmate's book. For example, the teacher might say, "Bobby, go to the table and get Billy's book. His name begins with the same letter as yours."

Play a game called "Who's Next?" The teacher makes a list of several activities for children to do, such as sing a song, say a poem, make a funny face or hop three times. Children's names are written on separate blanks of paper, folded and put into a box. Teacher calls on one child to draw a name from the box to see who does the first activity. The child reads a name and the child whose name is called does the first activity on the list. After he has done the activity, he draws the next name. The game continues until all names have been drawn. If the child who is drawing cannot recognize the name, he should be permitted to ask for help from the class.

Give children opportunity to write their names on the blackboard to signify that they have successfully completed certain tasks, such as health checks, return of permission slips, and the purchase of school activity tickets.

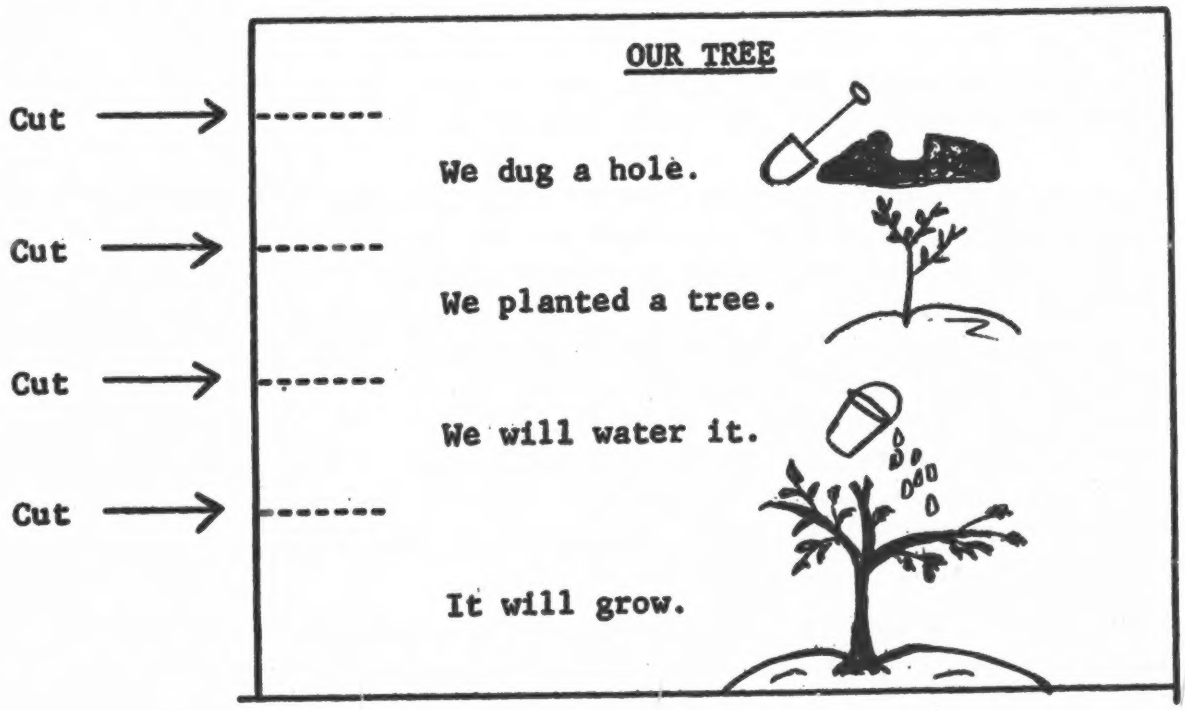
Provide typed duplicated notes or announcements of school activities. Duplicated material should have space provided for each pupil to sign his name. Short notes may be copied by children after they have developed handwriting skills. Thank-you notes, invitations and requests for permission to attend school activities are examples of the kinds of notes children can sign, copy or compose.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

WRITING AND SPELLING (continued)

Leave a space for child's name on all worksheets. Explain to the children that it is important to have names on the papers so that the teacher will be able to tell whose work it is. Also, explain that work on display on bulletin boards must have names so that visitors to the classroom will be able to tell who did the nice work.

Compose short experience chart stories about daily activities or special events. Have the children contribute ideas based on actual experiences. Teacher should record the stories and read and review them with the children. Class parties, picnics, pets, the weather, and family events are some of the many topics that may be used for such a chart. Children should be permitted to help illustrate the stories. This will help them see that words tell about pictures, and pictures help us know what words say. Experience stories of several simple sentences may be cut apart after the children have become familiar with them and they can practice putting the sentences in the correct order. See illustration.



OUR TREE

We dug a hole.

We planted a tree.

We will water it.

It will grow.

Outcome #3

Show correct sitting posture for writing, proper position of paper on desk, correct way to hold pencil, and correct letter formation and spacing.

Give individual demonstrations on how to form letters which appear difficult, such as b, q, g, y, and p.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years (cont'd)

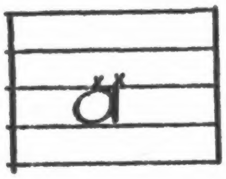
WRITING AND SPELLING (continued)

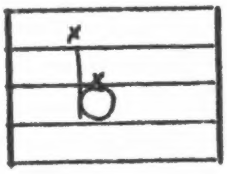
Provide children with the proper writing tools for beginning manuscript writing. For very beginning instruction, children will use black marking crayons and unruled paper. The teacher will direct what exercises the children are to do on the paper. As soon as children are able to use wide-ruled or regular-ruled paper and large pencils, these tools are introduced. Again, direct teacher supervision is important to acquiring successful handwriting skill. Children will progress slowly in learning to write new letters and use unruled and ruled paper.

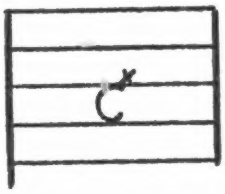
Demonstrate how letters are made. Begin with the simplest circle and stick letters. Write the letter on the blackboard. Children trace the letter and then practice reproducing the letter under the tracing. After the blackboard experience, the same lesson is repeated on paper. As letters are learned, they are combined to make familiar words; and the same procedure is followed.

Suggest using the width-of-a-finger, pencil or crayon between words as an aid in learning spacing of words.

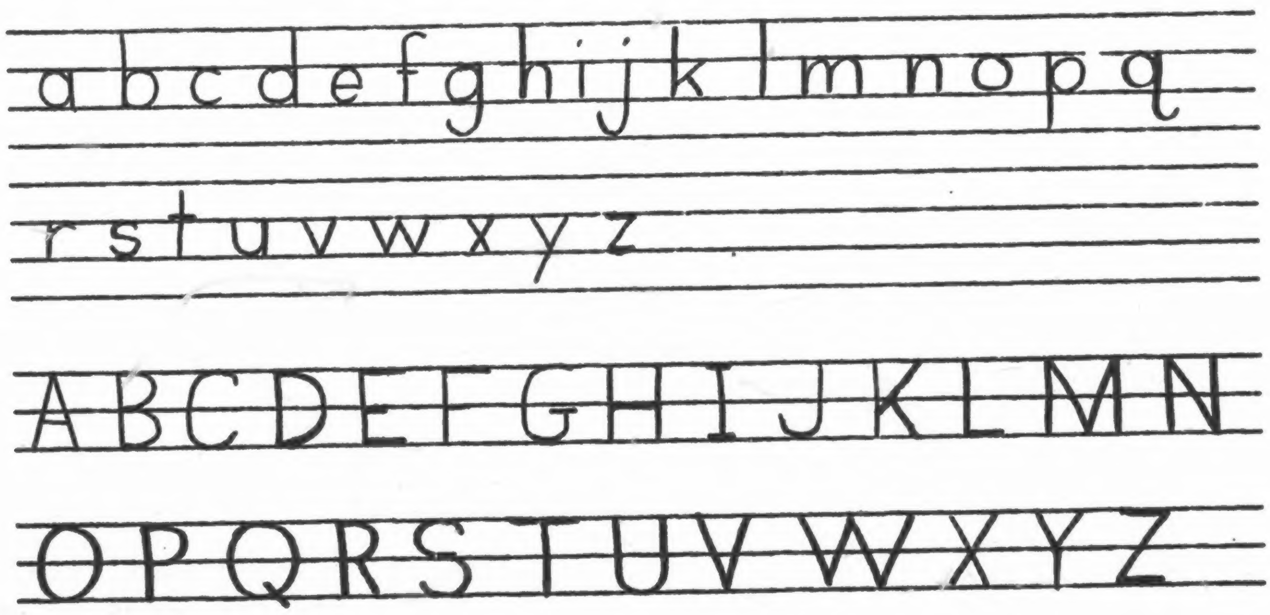
Make individual cards of letters showing the proper formation and placement on writing paper.







Consult Handwriting Compendiums for suggestions and help for teaching beginning manuscript. If such compendiums are not readily available, the following chart may be helpful.


a b c d e f g h i j k l m n o p q
r s t u v w x y z
A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

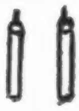
LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years (cont'd)

WRITING AND SPELLING (continued)

Develop files of simple words and phrases which children will need for writing. For example, make a small folder labeled "Words for a Birthday Card." Place the simple but necessary words needed to write a birthday card inside. Such words are:

Cake

Candles 

Happy Birthday

I wish you _______________

The child may place the words in the order he desires and copy the message.

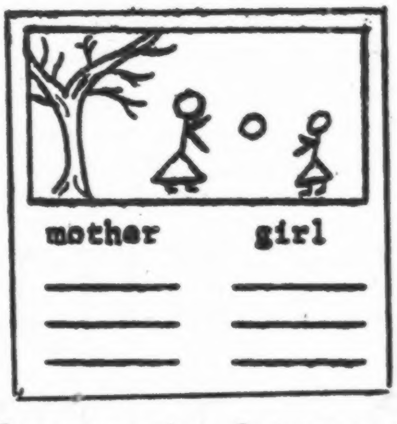
Have children practice signing names to individual class papers, letters or autograph books.

Have each child copy a short news letter, note to parents, experience chart, poem, song or class-developed story.

Have each child label belongings such as color boxes, tablets or notebooks with his name. Point out the importance of having his name on his belongings so that others will know that the articles are his and he can thereby easily identify them.

Have each child write his name in the proper space on a classroom calendar to show the day of his birthday.

Paste a picture on a page. Print the names of some of the objects shown in the picture underneath the picture. Under the words, space should be provided so that children may copy the words. See illustration.

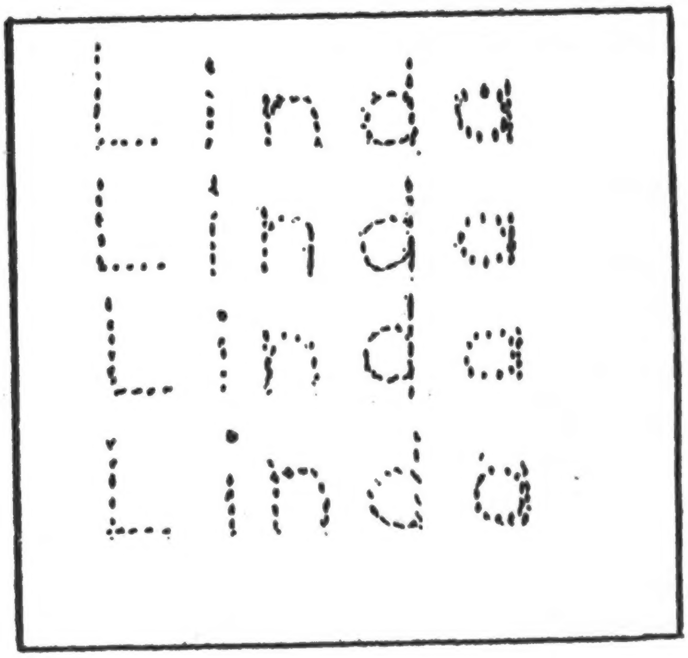


(Buy or make stencils of manuscript letters of heavy cardboard. Children who have difficulty forming letters may use these to help guide their hands and pencils in writing names and other words.)

Suggested Activities for Group I - 6 through 9 Years (cont'd)

WRITING AND SPELLING (continued)

Make duplicated worksheets with child's name in dotted lines. Have children trace over the dotted lines in learning to write names. Space should be left at the bottom of the page for children to write names without guides when they are able to do so. See illustration.

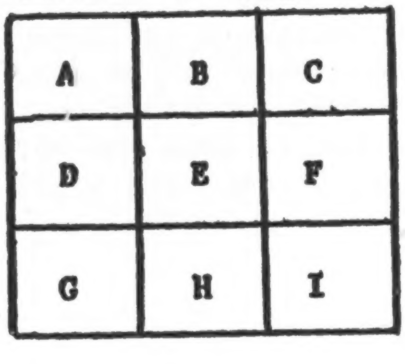


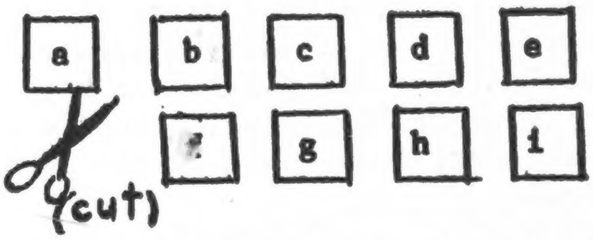
Outcome #4

Use lined paper for writing activities. Show pupils that capital letters are two spaces high; the lower case ones are one space high. Sizes of letters may be talked about and compared.

Make a set of alphabet cards which show capital letters and corresponding lower-case manuscript letters. After children have learned the corresponding capital for each lower-case letter, cards may be cut apart and a matching game played with them.

Play a matching game with letter cards. Have capital letters printed in manuscript in squares on the card. Have separate cards with the lower case letters printed on them. During free time children can match the corresponding letters by playing a game similar to Bingo. See illustration.





Discuss the meanings of capital letters and periods. Point out that sentences and

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years (cont'd)

WRITING AND SPELLING (continued)

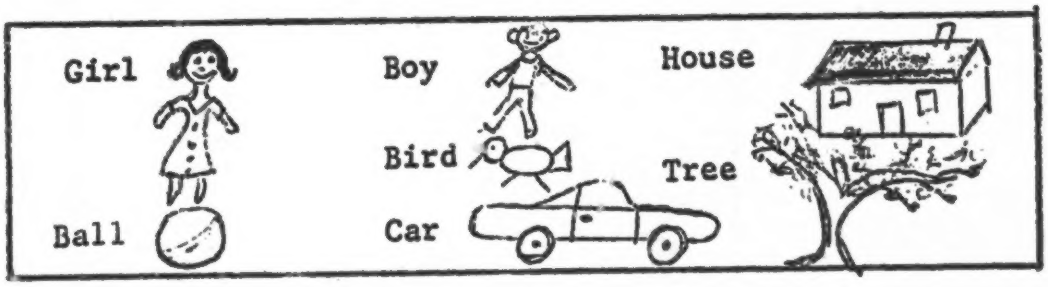
proper names begin with capital letters and that sentences end with periods. Use a red crayon for printing beginning capital letters and periods on some experience charts and worksheets. Have pupils point out the capital letters and periods on the chart and tell what they mean.

Develop worksheets with several rows of letters on them. Have pupils find and circle the capital letters.

Outcome #5

Play a game such as the following:

Draw a picture illustrating each word the child can spell correctly:



Judge picture by number of correct items or most complete picture.

Make simple word dictionaries. Have pupils draw or cut pictures from magazines to illustrate them. Teacher should print in manuscript the names of objects in the pictures, leaving a line for pupil to copy the word when he is able to do so. Pupils should keep the dictionaries for reference when they need to know how to spell and write a word.

Have an alphabet line on display in the room. Tell pupils the names of the letters. Many activities can be developed to help pupils learn the names of the letters such as pointing to the letter and having pupils call its name; having the pupils take pointer and point to the letter called by the teacher; writing a letter on the blackboard and having pupils identify it, then point to it on the alphabet line.

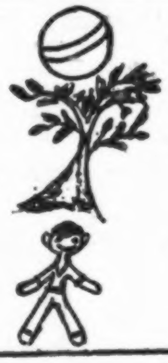
Keep a spelling vocabulary chart upon which are recorded words that pupils have learned to spell. New words can be added as they are learned, and pupils can copy the words for practice. Have spelling drills in which pupils are asked to read the words on the chart, then point to the individual letters and spell the word.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years (cont'd)

WRITING AND SPELLING (continued

Develop worksheets which contain pictures and incomplete sentences which tell about the pictures. Have children complete the sentences with words they know how to spell. See illustration.



This is a ____________.

This is a ____________.

This is a ____________.

Prepare an illustrated chart showing the steps in learning to spell a new word. When a word is introduced, the teacher and children go through the steps together. During independent work periods, children use the guide to aid their individual study. See illustration.

1. Look at the word	big
2. Say the word	big
3. Say each letter	b-i-g
4. Trace the word	
5. Copy the word	big
6. Cover the word and write it again	big
7. Check the word	
8. Practice the word	big big

Sources for spelling words at this level are the Dolch Basic Word List, basic readers and those words the children use repeatedly.

Keep a Spelling File Box. When new words are learned, they are placed in the file alphabetically. Children can refer to the file when they want to recall a word.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group II - 10 through 12 Years

SPEAKING AND LISTENING

1. Expresses ideas clearly in common situations calling for oral communication.
    a. Is able to deliver oral messages accurately.
    b. Relates experiences, incidents, and stories in sequence.
    c. Continues to expand vocabulary.
    d. Is accurate in giving pertinent information in such things as name, address, telephone number, and parents' names.
    e. Begins to be aware of some grammatical errors.
    f. Makes an effort to enunciate clearly.
2. Begins to contribute freely and become an effective participant in discussions and conversations.
    a. Makes contributions that are to the point in group discussions.
    b. Asks questions freely when he does not understand.
    c. Converses with friends freely on topics of mutual interest.
3. Makes simple presentations effectively before the group.
    a. Begins to develop poise in speaking before class and small groups.
    b. Organizes simple reports or talks.
    c. Gives simple directions clearly.
4. Uses common social courtesies when listening and speaking.
    a. Knows not to interrupt when others are speaking.
    b. Knows how to greet people.
    c. Expresses thanks or regrets.
    d. Looks at people when speaking to them.
    e. Uses a pleasant and well-modulated voice in conversational situations.
5. Continues to develop listening skills.
    a. Knows to pay attention to the speaker in all situations.
    b. Listens for a purpose.
    c. Enjoys listening for learning and relaxation.

WRITING AND SPELLING

1. Begins to express himself in writing.
    a. Writes a paragraph of two or three simple sentences as a story or description.
    b. Answers simple questions in writing.
    c. Begins to write simple friendly letters to parents, principal, and friends.
2. Is able to use both manuscript and cursive writing with reasonable legibility.
    a. Produces all lower case and capital letters in acceptable manuscript form.
    b. Recognizes the letters in cursive writing and reproduces them with legibility appropriate to the third grade.
3. Begins to use punctuation and capitalization.
    a. Uses a period at the end of sentences and for abbreviations.
    b. Uses capital letters to begin sentences and for proper words.
    c. Recognizes what a paragraph is and indents it.

Detailed Outcomes for Group II - 10 through 12 Years (cont'd)

WRITING AND SPELLING (continued)

- d. Uses a question mark correctly.
- e. Recognizes that letters and envelopes require special punctuation.

4. Attempts to spell correctly.
   - a. Spells the words most commonly found in first and second grade vocabulary lists.
   - b. Begins to make use of alphabetical order using initial letter.
   - c. Begins to use class lists, glossaries, and dictionaries as aids in spelling.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years

SPEAKING AND LISTENING

Outcome #1

Speaking, listening, writing, and spelling skills will be developed both through incidental and organized, systematic learning activities throughout the school day. In addition, many of the activities developed for reading and arithmetic may also strengthen skill development in this area. Listed in this section are examples of some of the more specific activities which may be used for developing speaking, listening, writing, and spelling skills.

Continue to have sharing periods in which pupils are given an opportunity to tell classmates about interesting personal experiences. Help and direction should be given to each pupil in order that the pupils tell their experiences in a logical and clear manner.

Use choral speaking exercises to help children develop adequate enunciation, voice inflection, and expression.

Use opaque projector to flash a picture on the screen. Note on the blackboard as many details as pupils can remember. This will help increase pupils' ability to observe and discuss what they have seen.

Record children's voices on tape recorder. Have children read a simple selection, recite a poem from memory, or engage in a conversation with another child around a central topic. Play tape recording back in order that children may hear how they sound to others. This activity may serve as a basis for helping children correct obvious poor speech habits.

Have children serve as host and hostess for special classroom events such as open house, mothers' teas, and other special events. Pupils may discuss and practice ways in which they can talk effectively with visitors to the classroom.

Dramatize situations in which children are required to give oral messages. Stress the importance of speaking clearly and to the point.

Give pupils opportunities to deliver messages orally to the principal, other teachers, and parents.

Have children practice relating important personal information orally during role call. Names, addresses, and telephone numbers may be used.

Contact the telephone company and arrange for use of telephone kit. Pupils may dramatize various situations while using kit.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

SPEAKING AND LISTENING (continued)

Begins to contribute freely and become an effective participant in discussions and conversations.

a. Makes contributions that are to the point in group discussions.

b. Asks questions freely when he does not understand.

c. Converses with friends freely on topics of mutual interest.

Outcome #2

Discuss with pupils factors which make them good group discussion participants. Talk about rules that one should follow governing group discussions. Such things as one person's talking at a time, listening attentively to the speaker, and giving others an opportunity to talk may be stressed.

Read a short paragraph that contains a problem. Ask pupils to state and analyze the problem.

Use group discussions following field trips, movies, and film strips to encourage pupils to talk about what was seen.

Use pictures to stimulate pupils to learn to ask discriminating questions.

Permit some time in which children may converse freely with their neighbors. Suitable times could be provided prior to the opening of the school day and after the noon hour prior to the beginning of activities.

Use group discussions to develop a list of topics suitable for friendly conversation. Hobbies, sports, school activities, and music are a few that could be listed.

Play the game, "If This Happened to You." Give situations that children might experience which would require them to ask questions or relate information. Giving directions, asking for information, or asking for help might be some of the situations which may be used.

Use group discussion to build experience charts. These discussions should be built around topics of interest, such as a visit to the zoo, seeing the circus, our school building or where father works.

Outcome #3

Develop a puppet show. Have children act-out their favorite stories, such as The Three Billy Goats Gruff, Little Red Riding

Suggested Activities for Group II - 10 through 12 Years (cont'd)

SPEAKING AND LISTENING (continued)

Hood, and Snow White and the Seven Dwarfs. Stick puppets should be used. Puppet characters may be made by cutting pictures from magazines or having children draw characters freehand. They should be mounted on kite sticks. Have children give dialogue in their own words.

Have children give reports on stories they are reading. Good speaking habits should be stressed as the goal of this activity.

Have pupils act out characters from favorite stories. Permit them to do this extemporaneously.

Have children learn playlets which they can perform before other classes or at assembly programs.

Discuss some of the rules that pupils should follow when speaking before a group. Talk about such things as, speaking clearly, speaking with a voice that can be heard by everyone, using good posture, and the importance of looking at the audience.

Outcome #4

Talk about good listening and speaking manners. Stress the importance of looking at people when speaking to them, not interrupting while others are speaking, using a pleasant and well-modulated voice, greeting people properly, and answering when spoken to.

Act-out common situations pupils will face in their daily living. Situations that may be used are: greeting visitors coming into the home or classroom, greeting adults in social situations, and greeting friends and classmates. Stress politeness, proper greeting form, and use of proper name and title.

Demonstrate to pupils the proper way to make introductions. Give pupils an opportunity to practice what they have learned in the demonstration.

Provide opportunities for practice in making introductions by having pupils introduce other pupils during roll call. For example, the first child in the row stands and introduces himself and then in turn introduces the next child.

Appoint two pupils per week to serve as official greeters. It will be the responsibility of these pupils to properly greet and welcome visitors to the classroom. This responsibility may be rotated so that each pupil will have experience of this type.

Discuss situations which require people to say thank you or ex-

LEARNING TO COMMUNICATE IDEAS

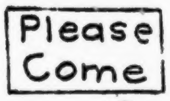
Suggested Activities for Group II-10 through 12 Years (cont'd)

SPEAKING AND LISTENING (continued)

press regrets. Talk about why these expressions are used. Have pupils identify situations in which these expressions would be used by them.

Make a chart for classroom display which illustrates situations in which expressions of thank you or regret would be appropriate. The chart should be developed from the pupils' experiences. It should contain illustrations either drawn or cut from magazines. See illustration.

When Do We Say?

Thank You	I'm Sorry
For gifts	When someone is sick
For invitations 	When we have done something wrong
When people help us	When we cannot do something someone has asked us to do
When people say nice things	

Outcome #5

Continue to have record and story periods. These periods will develop listening skills on the part of the pupils. Encourage pupils to bring records and favorite stories from home for class listening periods. Pupils may point out to other class members parts to which they should listen carefully.

Have discussion concerning various types of listening. Talk about the differences in listening for fun and listening for important information. Read various selections and let pupils decide which are for pleasure and which are for information.

Talk about good listening habits prior to attending an assembly program, an educational TV presentation, or prior to having a

Suggested Activities for Group II - 10 through 12 Years (cont'd)

SPEAKING AND LISTENING (continued)

speaker visit the room. Such listening habits may be discussed as sitting quietly and properly, looking at the speaker, and paying full attention to the speaker.

Give listening assignments in which pupils will be required to listen to the radio or TV for a specific purpose. Weather, news reports, and special events programs may be used for this purpose. Pupils should be required to report to the class what they have heard.

Ask questions which will develop pupils' skill to listen attentively. This may be done by having pupils listen for answers to specific questions contained in a story which is read by the teacher to the class. Such questions may be asked as:

What did Mother buy at the grocery?

Where did Mary lose her purse?

How did Joe feel when he lost his puppy?

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

WRITING AND SPELLING

Outcome #1

Have pupils write short book reports of favorite stories they have read. The report should be limited to one paragraph and include the name of the book, the author, the pupil, and a sentence or two describing the part he liked best, what the story is about, or his favorite character. The teacher may help the pupil to formulate his ideas in writing. She may also be required to give him help in spelling and in punctuation.

Provide opportunities for pupils to write by formulating questions which require a written answer.

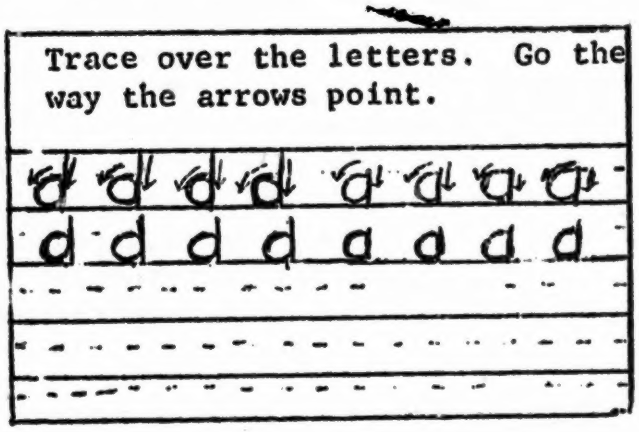
Have pupils write informational notices, invitations, thank-you notes, get-well notes, and notes for appropriate occasions. Pupils should participate in formulating the material which the teacher records. Instruct pupils to make individual copies of the material. The teacher should check each piece of written material to see that the information is accurate and that the spelling and writing are acceptable and legible.

Make a reference sheet containing words commonly used in writing notes and letters. Include this in the pupils' language arts notebooks.

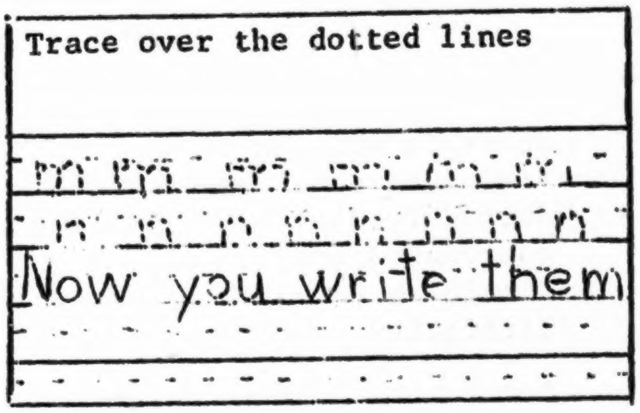
Have pupils write short personal news items which may be included in a school newspaper.

Outcome #2

Develop duplicated material which will aid pupils in forming correctly, letters in manuscript with which they are having difficulty. Duplicated sheets will need to be developed on an individual basis. Sheets can be used primarily to provide practice in forming the letters correctly. This remedial exercise may be done in several ways. See illustration.



Trace over the letters. Go the way the arrows point.



Trace over the dotted lines

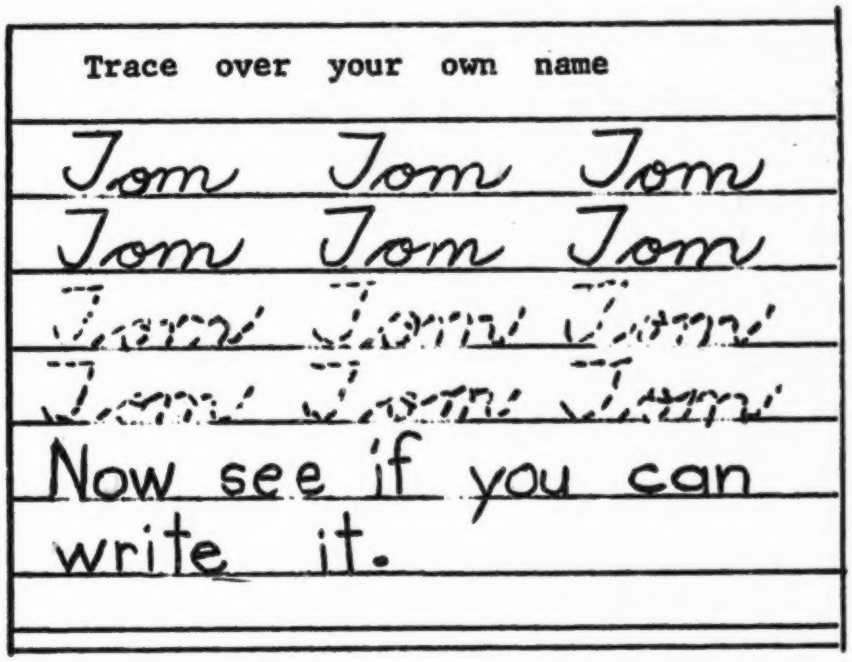
Now you write them

WRITING AND SPELLING (continued)

Discuss and demonstrate the differences between manuscript and cursive writing. The teacher should use familiar words to emphasize her demonstration. The teacher may point out such differences in manuscript and cursive writing as the slant of the letters, letters not connected, letters formed differently, "t" is crossed and "i" is dotted after the word has been completed, and letters spaced more closely together.

Develop recognition of familiar words written with cursive writing. This may be done by recopying experience charts or making a set of flash cards with cursive writing. The flash cards should contain both manuscript and cursive writing on opposite sides of cards. Only familiar words should be used in this beginning stage.

Teach pupils to write their own names in cursive writing. This may be done by providing individual duplicated material which contains some dotted lines on which the pupils can trace their names. Additional lines should be provided for the pupils to copy their names unaided. In the beginning, only first names should be used. As the pupils gain skill, this process may be extended to include both first and last names. See illustration.



Trace over your own name

Tom Tom Tom

Tom Tom Tom

Tom Tom Tom

Tom Tom Tom

Now see if you can write it.

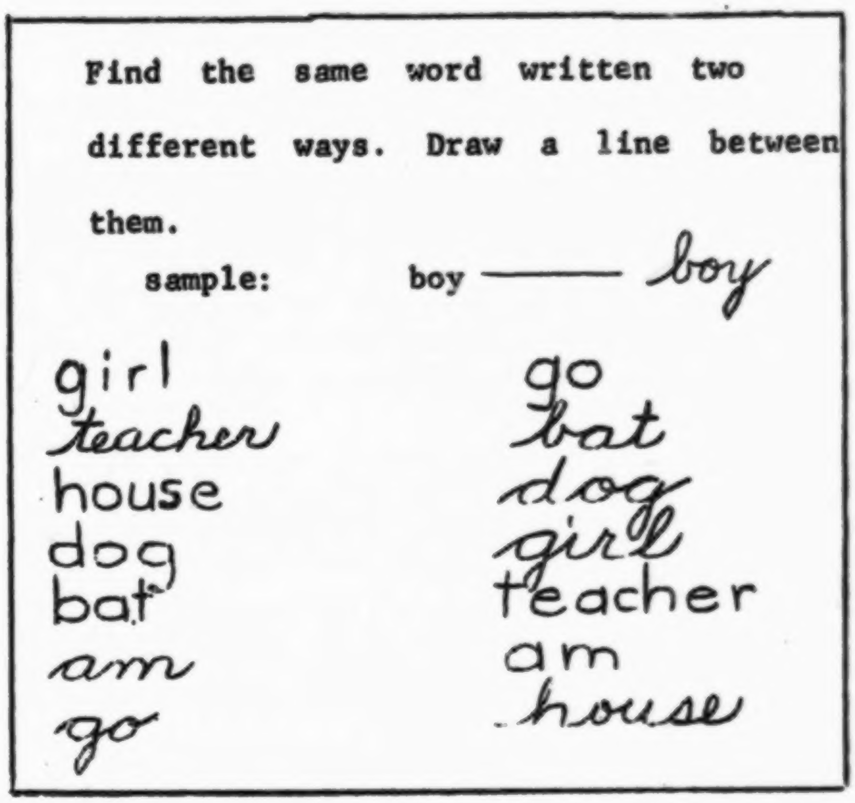
Practice writing capital and small letters in cursive form. Practice sheets may be provided which contain the written letter and a dotted facsimile for tracing purposes. Each letter should be introduced individually and separately. Individual worksheets should be made for specific letters with which a pupil experiences difficulty.

Develop activities which require pupils to match familiar words written in cursive with corresponding words written in manuscript. These words should be taken from the child's

Suggested Activities for Group II - 10 through 12 Years (cont'd)

WRITING AND SPELLING (continued)

reading sight vocabulary. Several activities may be used to accomplish this purpose. Worksheets may be developed which contain a column of manuscript and cursive words. Words may be matched by drawing a line. Sets of matching cards may also be developed which could be used for free-time activities. See illustration below.

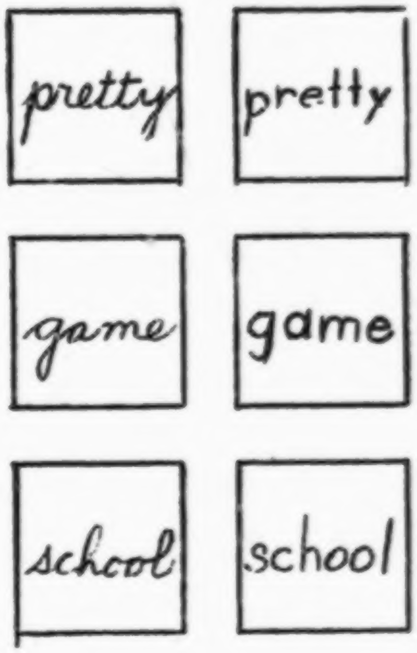


Find the same word written two different ways. Draw a line between them.

sample: boy —— boy

girl
teacher
house
dog
bat
am
go

go
bat
dog
girl
teacher
am
house



Have pupils practice copying familiar words found in their reading and speaking vocabularies in cursive writing.

Have pupils copy experience charts and daily classroom diary in cursive writing. Copying this meaningful material will serve as practice in developing cursive writing skills. The teacher should check written work for accuracy and legibility.

Exhibit samples of pupils' cursive writing on the bulletin board; not only perfect work should be exhibited, but also work which shows improvement for individual pupils in order to provide motivation for better cursive writing skills.

Use an opaque projector to compare the pupil's written work with the desired letter forms. The enlarged copy will enable the pupil to see and evaluate.

Outcome #3

Have a discussion about common puctuation marks. Review their

WRITING AND SPELLING (continued)

meanings and uses. Use experience charts which have been developed in class, reading textbooks, arithmetic books, and story books to show pupils how these marks are used. Have children look for the marks in their books and tell what they mean.

Have children copy experience charts and write notes and letters giving special attention to punctuation, capitalization, and paragraph indentations. Work should be checked for accuracy. Pupils should be required to make necessary corrections.

Collect used envelopes which have been sent through the mail. Plan a discussion around these envelopes which will help pupils recognize that envelopes require special punctuation. Point out the proper place for the address, or the person to whom the letter is being mailed; the return address, or the person who is sending it. Have pupils locate periods, commas, and capital letters used in addresses and talk about why these punctuation marks were used.

Make a chart showing correct letter and envelope forms. This may aid pupils by providing a guide for letter writing.

(Your street)
(Your city and state)
(Date)

(Person to whom you are writing)

(closing)
(Your name)

(Your name)
(Your street)
(Your city and state)

(Person to whom you are writing
(Person's street)
(His city and state)

Explain the meaning of abbreviations. Point out that this is a

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

WRITING AND SPELLING (continued)

short way of writing such things as Mr., Mrs., North (N.) and South (S.), and that a period must be used when we use this short way of writing. Only the most common abbreviations should be taught at this level.

Develop worksheets which will give pupils practice in punctuation. List several sentences and questions which will require the use of periods and question marks. Some simple abbreviations and sentences needing capital letters may be included. See illustration.

Fix these sentences so that they are right.
You will need . ? , capital letters.

1. The boy hit a home run
2. Can you go to the show
3. i am sorry I hit you
4. The principal of our school is mr smith
5. will you bring me the book

Use capital letters where needed:

1. today is tuesday.
2. we get toys for christmas.
3. i live in cincinnati, ohio
4. school starts in september.
5. our teacher is miss jones.

Outcome #4

List new spelling words on chart or board. Pupils should learn to recognize and pronounce each word and understand the meaning before learning the spelling. Words should be spelled orally by the teacher. Pupils should practice pronouncing the word, spelling it orally, and giving the meaning. Pupils should practice writing the word correctly; first by copying the correctly written word, then by writing it without looking. Spelling tests should be given to check the pupil's ability to spell correctly and to determine the words on which he needs further practice.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

WRITING AND SPELLING (continued)

Make individual picture dictionaries which include a drawing or picture illustrating a word and the word written and spelled correctly in manuscript. The correct cursive writing can be added as the skill is developed. The dictionary can be divided with notebook dividers or alphabetized tabs pasted on the edge of the pages. This guide will help pupils become familiar with the ways in which we use the alphabet and will be a useful reference when they need to know how to spell a word. New words should be added as they are encountered in reading and writing activities.

Have a discussion about the importance of good spelling. Show pupils that there are many words that look similar but mean different things such as, good and food, feet and meet, crown and crow, flow and flown. Encourage pupils to ask for help when they are not sure of the spelling of a word they need.

Develop worksheets with sentences on them which give two choices of similar words. Pupils will be required to underline the word which is correct. Pupils should be allowed to use their dictionaries for reference in doing the worksheet. See illustration.

> Underline the correct word.
> If you need to, use your book.
>
> 1. The lady went to (town twon) to shop.
> 2. Can you come (with whit) me?
> 3. The boy had a little brown (dog dag).
> 4. I will (help hep) you with the dishes.

Divide the class into two teams for a spelling contest. The teacher can call out words for each team to spell. Each member of the team should have a turn spelling words. If one member cannot spell the word, the next child should be given an opportunity to spell it. The team that spells the most words correctly wins the game.

Have the children place spelling words in sentences. Spelling words should be taken from readers, children's speaking vocabularies, experience charts, and graded word lists. The teacher should select words carefully. Words which are of immediate need or use should be selected.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

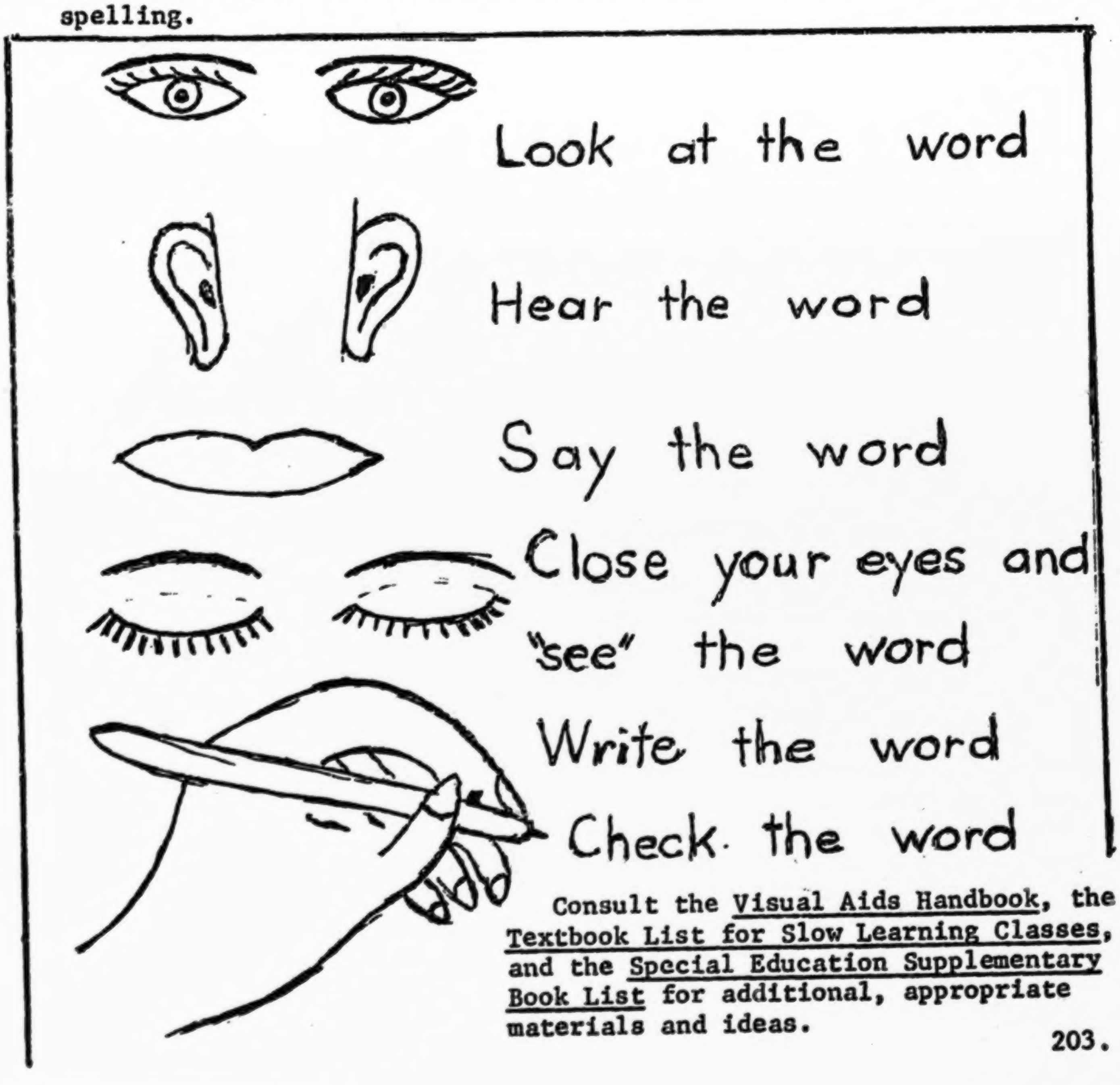
WRITING AND SPELLING (continued)

Teacher's Guide to Teaching Spelling

1. Write the word on the blackboard or pupil's paper.
2. Pronounce the word clearly for the pupil.
3. Permit the pupils to pronounce the word.
4. Pupils then study the word, trying to get a visual image of it. (It can also be traced by the child.)
5. Erase the word; pupil then writes it from memory.
6. Check this writing.
7. If word has been written incorrectly, pupil should go back to step 4 and proceed as before.

NOTE: Teacher should provide frequent opportunities for using the word. Permit pupil to see the correct form of the word whenever he is doubtful of the spelling. Spelling tests should be written instead of oral.

The following chart may be posted for pupil reference when studying spelling.



Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group III - 13 through 15 Years

SPEAKING AND LISTENING

1. Communicates effectively in a great variety of situations.
    a. Reports experiences accurately.
    b. Asks for and gives information in a variety of situations.
    c. Tries to use correct grammar.
    d. Uses appropriate vocabulary and avoids use of excessive slang.
    e. Speaks distinctly.
    f. Uses new words.
2. Participates effectively in discussions and conversations.
    a. Converses about topics that are interesting and inoffensive.
    b. Converses with peers and adults.
    c. Puts friends and acquaintances at ease in a group.
    d. Begins to develop the ability to agree and disagree graciously.
    e. Avoids monopolizing conversations and discussions.
    f. Begins to take a leadership role in discussions within his group.
3. Speaks before a group in a variety of situations.
    a. Gives announcements, reports, and tells stories before the class.
    b. Participates in classroom plays and school assembly programs.
    c. Has poise in speaking before groups.
4. Uses complex speaking and listening courtesies.
    a. Begins to make introductions properly.
    b. Begins to use a telephone readily and properly.
    c. Begins to develop skill in accepting and refusing requests and invitations tactfully.
    d. Expresses thankfulness, sympathy, congratulations, and regret.
    e. Uses appropriate voice to fit the occasion.
    f. Practices good speaking and listening manners in public places.
5. Has well-developed listening skills.
    a. Summarizes what he has heard.
    b. Listens attentively in all situations in which he is a participant.
    c. Begins to be a discriminate listener.

WRITING AND SPELLING

1. Expresses himself in writing with a minimum of adult help.
    a. Groups similar ideas to form a short paragraph in order to tell an experience.
    b. Writes simple letters and greetings.
    c. Begins to fill out simple application blanks and forms, such as mail order coupons, club membership cards, school registration cards, and mail order blanks.
    d. Addresses letters properly.
2. Begins to realize the value of legible writing.
    a. Gives attention to size, direction, spacing, and letter formation.
    b. Writes with reasonable speed.
3. Applies simple rules of capitalization and punctuation.
    a. Recognizes and uses periods, question marks, and exclamation marks correctly.
    b. Applies common rules for capitalization of letters.

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

WRITING AND SPELLING (continued)

4. Spells correctly in most of his written work.
   a. Spells most words included in typical third grade vocabulary lists.
   b. Spells some crucial and technical words above third grade vocabulary level.
   c. Begins to apply his knowledge of word structure to spelling by using such aids as beginning sounds and common endings.
   d. Knows that some words sound the same but have different spellings or meanings.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group III - 13 through 15 Years

SPEAKING AND LISTENING

Outcome #1

Speaking, listening, writing, and spelling skills will be developed through both incidental and organized systematic learning activities throughout the school day. In addition, many of the activities developed for reading and arithmetic may also strengthen skill development in this area. Listed in this section are examples of some of the more specific activities which may be used for developing speaking, listening, writing, and spelling skills.

Assign specific topics for a Friday "telling" time, such as:

The thing that I did this week that was the most fun.
Something important that I learned this week.
The TV program that I liked best.

Pupils should list all through the week the things they might like to talk about on Friday, and then decide which they will use for the "telling" period.

Continue to have pupils give oral book reports, reports about movies, film strips, and programs they attend. Encourage them to write down interesting things they want to remember to give in their reports.

Encourage pupils to use new words that they learn in daily speaking situations. Teacher may give pupils sentences in which they may substitute a new word they have learned. For example, the teacher may say, "Here is a sentence. Do you know a new word that you could use in it, which would not change the meaning? I went upstairs to the principal's room." Pupils should be able to supply the word "office" for room and should repeat the entire sentence, including the new word. Other examples are words, such as sick, ill; policeman, officer; and going to, traveling.

Demonstrate the importance of speaking distinctly. Give pupils directions to follow, using poor enunciation and pronunciation, and ask them if they know what you told them to do. Then give the same directions clearly to show them how much easier it is to understand when care is taken to speak distinctly.

Help pupils eliminate the use of slang terms in their speech by having a contest in the classroom. Divide class into two teams. Have all the members of each team listen to the opposite team throughout the week for one or two of the slang expressions that may be prevalent. When the slang word is noticed by one of the pupils, he can make a mark against the other team on the blackboard under the team name. At the end of the week the marks may be counted, and the team that has the fewest marks wins the game.

SPEAKING AND LISTENING (continued)

Use hypothetical situations for dramatizing to help pupils learn how to ask for or give information in a variety of situations. Use situations which are similar to those the pupils face in their daily living. Asking or giving directions on how to get to a particular place in the school or community, purchasing clothing or groceries, and asking for information such as bus or movie schedules, are some of the situations that could be used effectively.

Outcome #2

Arrange to have regular "circle discussion sessions" in which pupils evaluate themselves, classroom problems, social problems or building problems. These discussions will afford opportunities for individual pupils to set limitations, rules, and regulations which will guide their behavior. It will also offer opportunities to discuss, formulate opinions, and learn to argue logically and effectively.

Organize a classroom club; permit pupils to elect classroom officers; have regular weekly meetings in which pupils will learn how to plan programs, conduct elementary business meetings, form committees, and plan special events. This club can offer excellent opportunities for helping pupils learn to operate and speak effectively in group situations. It will also permit some pupils to gain experience in leadership roles.

Propose controversial topics for discussion during homeroom guidance period. These discussions will give pupils opportunities to learn to participate effectively in discussions. Topics of high interest to pupils may be discussed, such as teen-age dating, teen-age smoking, school rules and regulations, delinquency, and teen-age driving habits.

Discuss the topic, "What makes a good conversationalist?" Point out such things as good conversational manners, choosing topics that are not offensive to others, and how to make interesting conversation. These topics will be of high interest to teenagers who will be concerned with learning to carry on interesting and appropriate conversations with members of the opposite sex.

Read stories with incomplete endings. Have pupils tell the class how they think the story ended.

Elect a student council representative from the classroom. This responsibility should be rotated among the more capable pupils in the room, if possible. The student council representative should be required to report student council activities to the class. This activity should provide excellent opportunity to help pupils assume leadership roles.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

SPEAKING AND LISTENING (continued)

Display illustrations of situations conducive to conversation. Indicate those factors which promote or prevent worthwhile conversation. Magazine cartoons provide a source of usable pictures.

Outcome #3

Have pupils give short talks before the class concerning hobbies. This activity will offer an opportunity for the pupil to learn to organize a report, demonstrate, and answer questions.

Plan short plays to be given to the class. Use tape recorder to make recordings of the plays. Have pupils evaluate and make suggestions concerning how they could improve their individual performances.

Have pupils give book reports before class. The pupil should be required to talk around a central theme concerning the book. Topics which may serve such a purpose are:

Why I liked this book
The character I liked best
The most exciting part in this story
The funniest part of the book.

Draw pupil's attention to such things as the way he stands, his enunciation, voice control, general appearance, and the manner in which he expresses what he means.

Show large, brightly-colored pictures to the class. Have pupils describe orally the content of the picture. This will give pupils practice in observing details and describing what they see.

Provide opportunities for pupils to talk before groups other than their own class. Various kinds of invitations to school activities may provide opportunities for selected pupils to talk before other classes.

Have a pupil describe a real incident that he has seen or experienced. Have a second pupil repeat the description of the first pupil. Use the discrepancies between the two descriptions as the basis for teaching children to report accurately about the things they actually hear or see.

Outcome #4

Talk about and demonstrate how one makes introductions. Various kinds of introductions should be discussed and demonstrated. Some

Suggested Activities for Group III - 13 through 15 Years (cont'd)

SPEAKING AND LISTENING (continued)

elementary rules for making introductions should be pointed out to pupils.

Have pupils practice making introductions. Pupils may dramatize making introductions before the class, such people as: principal to parent, parent to minister, high school friend to parent, and a younger person to an older person.

Discuss the proper use of the telephone. Talk about how one goes about getting needed information via phone and how one opens and closes a telephone conversation. Talk about how long a telephone conversation should be. Discuss how one extends, accepts or refuses an invitation politely via telephone.

Dramatize various telephone situations which will require the use of good telephone habits and manners. If possible, borrow a real telephone from the audio-visual aids department or the telephone company. Have pupils dramatize telephone situations, such as calling for a dental appointment, calling a taxi, calling to invite someone to a party, calling for a date, calling to request the price of an item, and calling to gain information about a movie or bus schedule.

Talk about how one accepts or refuses an invitation politely. Talk about the kinds of words and expressions one uses when extending thanks or regrets.

Discuss the need for talking with a pleasant and well-modulated voice in conversational situations.

Discuss what constitutes good audience listening manners and habits. Talk about the necessity for demonstrating one's best behavior in an audience situation. Point out that others judge an audience by the way it behaves as a listener.

Develop a rating sheet which will evaluate good listening habits and manners. This sheet should consist of items which pupils suggest as being indicative of good listening skills. Pupils may use this list to evaluate themselves, others in the class, the class as a whole, or the audience's listening habits and skills in a school assembly program. See illustration on next page.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

SPEAKING AND LISTENING (continued)

DID THE PEOPLE AT THE MOVIE	Yes	No
Pay attention?	X	
Keep feet and hands quiet?		X
Keep chairs quiet?		X
Keep from talking?		X
Watch the speaker?	X	
Listen carefully?	X	

Dramatize situations calling for expressions of gratitude, sorrow, sympathy, and congratulations.

Outcome #5

Have a pupil give a summary report on such things as movies, TV programs, and assembly programs. Stress brevity and the reporting of only the important points he has heard.

Have a pupil read a short story to the class. Have class listen for and list the important events and points covered in the reading. This activity will help pupils learn to listen for the important points in audience situations.

Talk about the fact that pupils should not believe everything they hear. Talk about the importance of gaining information from reliable sources. Talk about the unreliability and dangers of repeating gossip.

Illustrate the unreliability of accepting as true everything that one hears. Play a game called "Gossip" to illustrate this point. This game is played by having one child whisper a fictitious incident to another child; have second pupil whisper story as he heard it to another pupil; continue this process until several pupils have had an opportunity to hear this story. Then have the last pupil repeat the story that he has heard. If the story is sufficiently complex, invariably there will be inaccuracies in the final report.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

SPEAKING AND LISTENING (continued)

Discuss pupils' reactions to an auditorium session. Analyze behavior patterns observed. Evaluate the program. Encourage pupils to state reasons for their appraisals.

WRITING AND SPELLING

Outcome #1

Give pupils opportunities to practice writing different kinds of messages. Real and hypothetical situations can be used to provide writing practice. Some situations which may lend themselves to this kind of activity are writing a thank-you note, follow-up to a field trip, requesting information from a government agency, writing an invitation to a party or meeting or writing a message of regret.

Demonstrate how to group and arrange ideas through composing a class story. This may be done by giving the class a major idea and having pupils contribute other ideas. These ideas then may be grouped and arranged in a story form.

Have pupils develop a short descriptive paragraph independently. These paragraphs may be concerned with such topics as:

What I hope to do as an adult
My favorite hobby
What I did last summer
My pet
My favorite movie

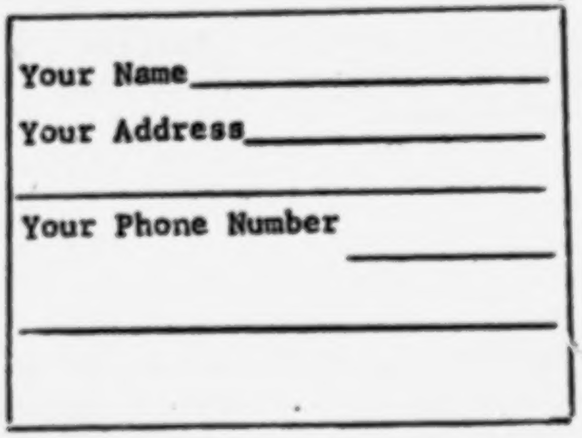
These selections may be developed with some teacher help. The material may be duplicated and put into booklet form. Pupils will enjoy reading their stories and the stories of others in the class.

Develop duplicated worksheet material which contains facsimiles of forms the pupils will be required to complete. At the early stages, the worksheets should contain simplified forms that request only basic information. Some examples of this material are club membership blanks, mail order forms, and school registration cards. See illustration on next page.

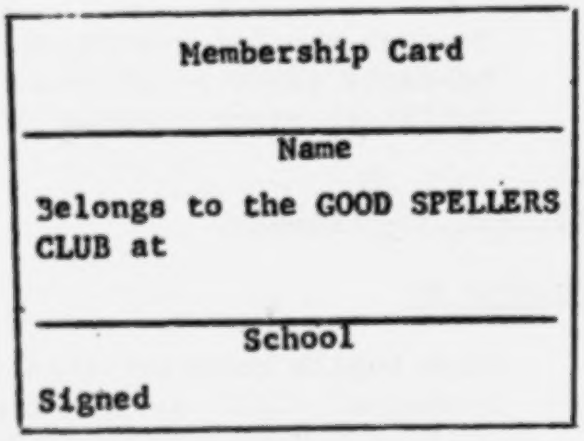
LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group III - 13 through 15 Years (cont'd)

WRITING AND SPELLING (continued)

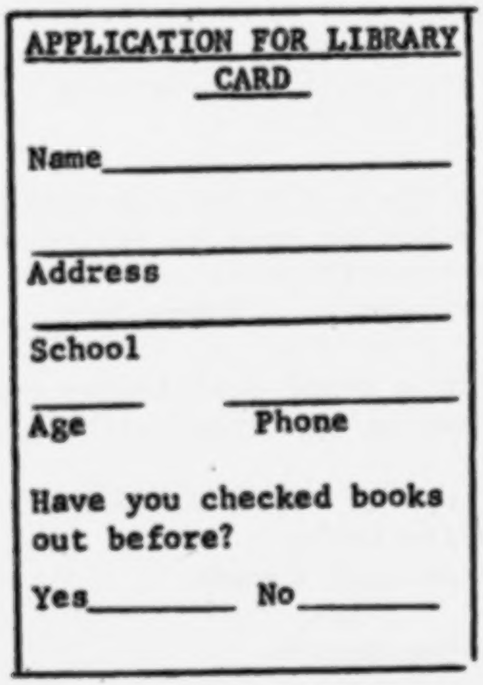


Your Name____________________
Your Address__________________
____
Your Phone Number
____
____



Membership Card

____
Name
Belongs to the GOOD SPELLERS CLUB at
____
School
Signed

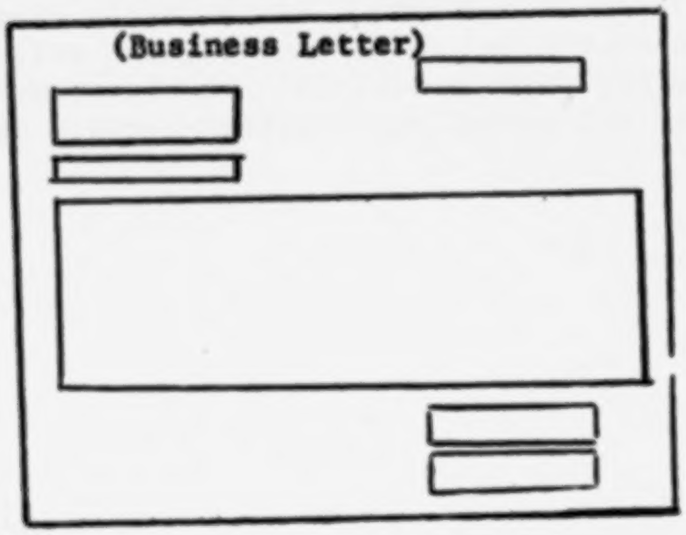


APPLICATION FOR LIBRARY CARD

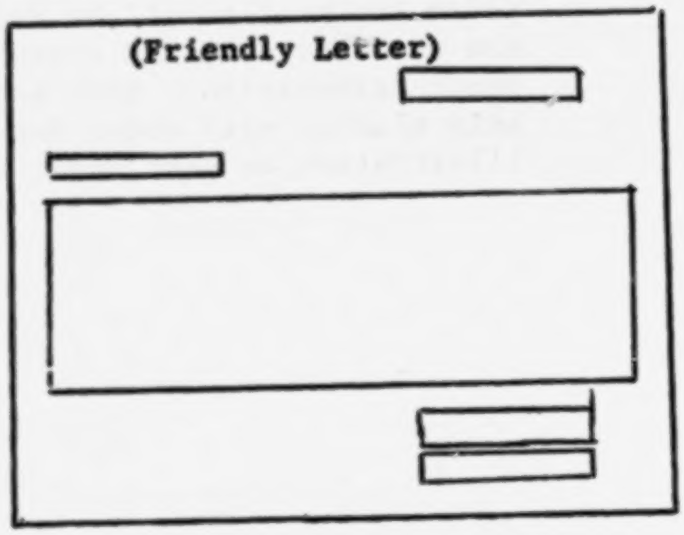
Name____________________
____
Address
____
School
________ ____________
Age Phone
Have you checked books out before?
Yes________ No________

Practice writing friendly letters. Attention should be given to the form and content of a good friendly letter.

Discuss the different functions and forms of business letters and friendly letters. Provide for practice with duplicated letter forms as illustrated.



(Business Letter)



(Friendly Letter)

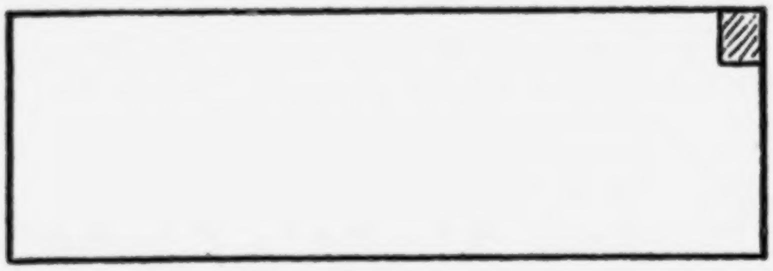
Suggested Activities for Group III - 13 through 15 Years (cont'd)

WRITING AND SPELLING (continued)

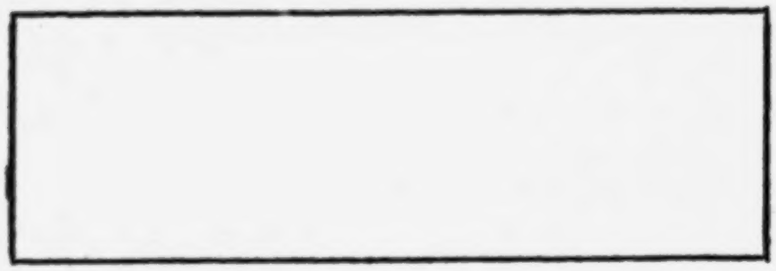
Develop worksheets with facsimiles of envelopes. The worksheets should contain written directions which instruct the pupils to address the envelope to a particular place or person. See illustration.

Address these envelopes:
Be sure to get addresses in the right order.

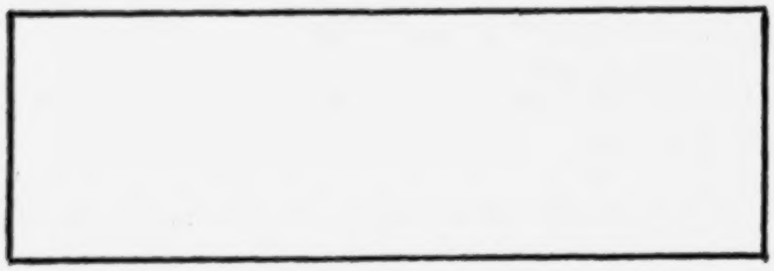
1. Send a letter to your parents.



2. Send a letter to Chicago, Illinois from your school principal. He wants to order some supplies from The Fine Book Company. The company's address is 1798 East 30th Street. Put the stamp in the right place.



3. Address a letter to Denver, Colorado, The Best Foods Company, 3968 East Elm. You are sending the letter. Make it look like an air mail letter.



Outcome #2

Talk about the necessity for developing legible handwriting. Discuss the fact that people often judge us on the basis of how we write. Stress that the appearance of our written materials is a part of our personal appearance.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

WRITING AND SPELLING (continued)

Have pupils analyze and compare their own writing with a duplicated sample sheet of good, legible writing. Have them indicate which letters they formed incorrectly.

Make practice sheets consisting of various letters of the alphabet. Have pupils use practice sheets to improve their ability to write letters with which they are having difficulty.

Have pupils evaluate each other's written materials for legibility. This may be done by having pupils attempt to read the written materials of other pupils. This activity should serve to stress the importance of legible handwriting.

Outcome #3

Review, discuss, and demonstrate the use of capital letters, periods, question marks, and exclamation marks. Discuss why punctuation is needed in writing and reading. Examples should be used to illustrate the use of each type of punctuation.

Make a chart for classroom display and reference purposes. This chart should contain common punctuation forms and explanations regarding their meanings. See illustration.

What do these signs tell us to do?

, A comma tells us to pause within a sentence.

. A period tells us to stop.

? A question mark asks us something.

! An exclamation mark shows surprise.

A A capital letter starts a new sentence, someone's name, or the name of a place.

Mr. An abbreviation shows that part of the word is left out. We shorten the word and use a period.

Develop worksheets which contain a paragraph without punctuation. Have pupils rewrite paragraph with proper punctuation. The paragraph should contain short, simple sentences. It should stress capital letters, commas, periods, question marks, and exclamation marks. This activity may be used as a blackboard exercise.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

WRITING AND SPELLING (continued)

Have pupils correct errors in punctuation on all written work they submit for classroom assignments.

See activity under Outcome #1 for suggestions in developing letter addressing skills.

Outcome #4

Select words for spelling from child's speaking and reading vocabularies. At this age level some technical and crucial words should be included for spelling purposes. Some of these words will be above third- and fourth-grade spelling and reading vocabularies. Words, such as counselor, gymnasium, cafeteria, and auditorium are crucial words.

The following procedure should be used in teaching pupils to spell at this level. Teachers should first pronounce the word and then have pupils repeat the pronunciation of the word. Make sure that pupils understand the meaning of the word. Use the word in a sentence. Have pupils use the word in a sentence. Direct pupils to look closely at the word for details. Tell pupils to copy the word correctly in a spelling notebook. Ask pupils to attempt to write the word from memory. Have pupils compare the word written from memory with the copy. Pupils may use spelling word in a written sentence. As the pupils write words, have them say the letters softly to themselves. Check accuracy of words and provide practice for those words which give pupils difficulty.

Have pupils keep a spelling notebook of words which they have misspelled on written assignments. Have pupils use these words correctly in written sentences.

Discuss and demonstrate some of the common words which sound the same but have different spellings or meanings. Provide a list of such common words. Have children use these words correctly in a sentence. Some of the words that may be used are: their and there; here and hear; or see and sea.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group IV - 16 through 18 Years

SPEAKING AND LISTENING

1. Uses effective communication skills.
    a. Uses grammar appropriate to his level and station in life.
    b. Speaks distinctly.
    c. Uses a functional vocabulary which is appropriate to meet daily situations.
2. Meets typical conversation and discussion situations with skill and ease.
    a. Develops the ability to argue effectively.
    b. Understands and uses humor in group situations.
    c. Takes leadership role in small group situations.
    d. Converses easily with others.
3. Speaks effectively before a group.
    a. Expresses an idea before a group, such as a church group or P.T.A.
    b. Makes acceptance and thank-you speeches before a group.
    c. Makes nominations in a group.
    d. Makes a short simple talk before a group.
4. Knows and uses common listening and speaking courtesies.
    a. Makes introductions properly.
    b. Uses the telephone properly and with ease.
    c. Accepts or refuses invitations and requests tactfully.
    d. Uses good listening and speaking manners in audience situations.
5. Listens attentively and effectively.
    a. Listens discriminately in a variety of situations.
    b. Interprets and retains what he has heard.

WRITING AND SPELLING

1. Writes independently and coherently to meet personal needs.
    a. Writes two or three paragraphs to give information or describe an experience.
    b. Writes a friendly letter with ease.
    c. Writes a simple business letter.
    d. Fills out accurately forms needed for employment, such as social security records, job applications, and personal data.
2. Writes legibly with ease and reasonable speed.
3. Uses punctuation and capitalization correctly and habitually in meeting his day-to-day writing needs.
4. Spells words needed in meeting his daily writing tasks.
    a. Spells words up to fourth- or fifth-grade level.
    b. Spells common crucial and technical words he encounters in work and daily situations.
    c. Distinguishes among some common homonyms and spells the one he needs correctly, such as their and there; hear and here.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group IV - 16 through 18 Years

SPEAKING AND LISTENING

Outcome #1

Speaking, listening, writing, and spelling skills will be developed both through incidental and organized systematic learning activities throughout the school day. In addition, many of the activities developed for reading and arithmetic may also strengthen skill development in this area. Listed in this section are examples of some of the more specific activities which may be used for developing speaking, listening, writing, and spelling skills.

Have the teacher note grammatical errors, excessive slang, or poor pronunciation in individual pupil's speech. These speech faults should be brought to the attention of the pupil. A program geared to correcting these errors should be followed for each pupil.

Have group evaluation of individual pupil's speech. This may be done when pupils are required to give a report or talk before the group. The class may be instructed to listen for errors or improvements in each other's speech.

Point out, discuss, and give correct form for common grammatical errors and colloquial speech. Pupils should be helped to become conscious of and avoid the use of such common grammatical errors as I seen, he done, etc. No attempt should be made to teach slow learners the rules governing the correct subject-verb agreement. They should be taught merely to use the correct form. The understanding that should be given the slow learner is that the correct form represents good grammar, the incorrect form, poor grammar. The teacher may identify the most prevalent grammatical errors which exist in the group and use these as a basis for teaching. The correct form may be established by alerting pupils to correcting these errors when they appear in the speech of their classmates. Also, oral exercises may be given by the teacher in which she presents sentences with both incorrect and correct forms. Pupils may be asked to identify and correct those sentences which contain common errors.

Develop a class vocabulary list of new and difficult words which the pupils encounter in daily situations. Many of these words will be encountered in the occupational work program. Others will be heard on television programs or in conversation with others. These words should be explained and defined so that the pupils have a clear understanding of their meanings. The pupils should be required to use these words in sentences. At the end of the week a review of the new words should be conducted. At this time the pupils should attempt to use the new words in as many different kinds of sentences as possible. This will help the pupils acquire a more

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

SPEAKING AND LISTENING (continued)

extensive functional adult vocabulary.

Have tape recording sessions for improving diction and voice quality.

Outcome #2

Develop the pupil's ability to talk on controversial issues. This may be done by having youngsters prepare pro and con arguments on issues in which they have vital interest. Have the class evaluate which side presents the most logical and meaningful arguments. Topics which may prove to be of interest are:

Should teen-agers have a curfew?
Should a boy meet the girl's parents when calling for her on a date?
Should school dances be reserved for couples only?
Is booing officials and players at school games acceptable behavior?
Should teen-agers who work contribute to family expenses?

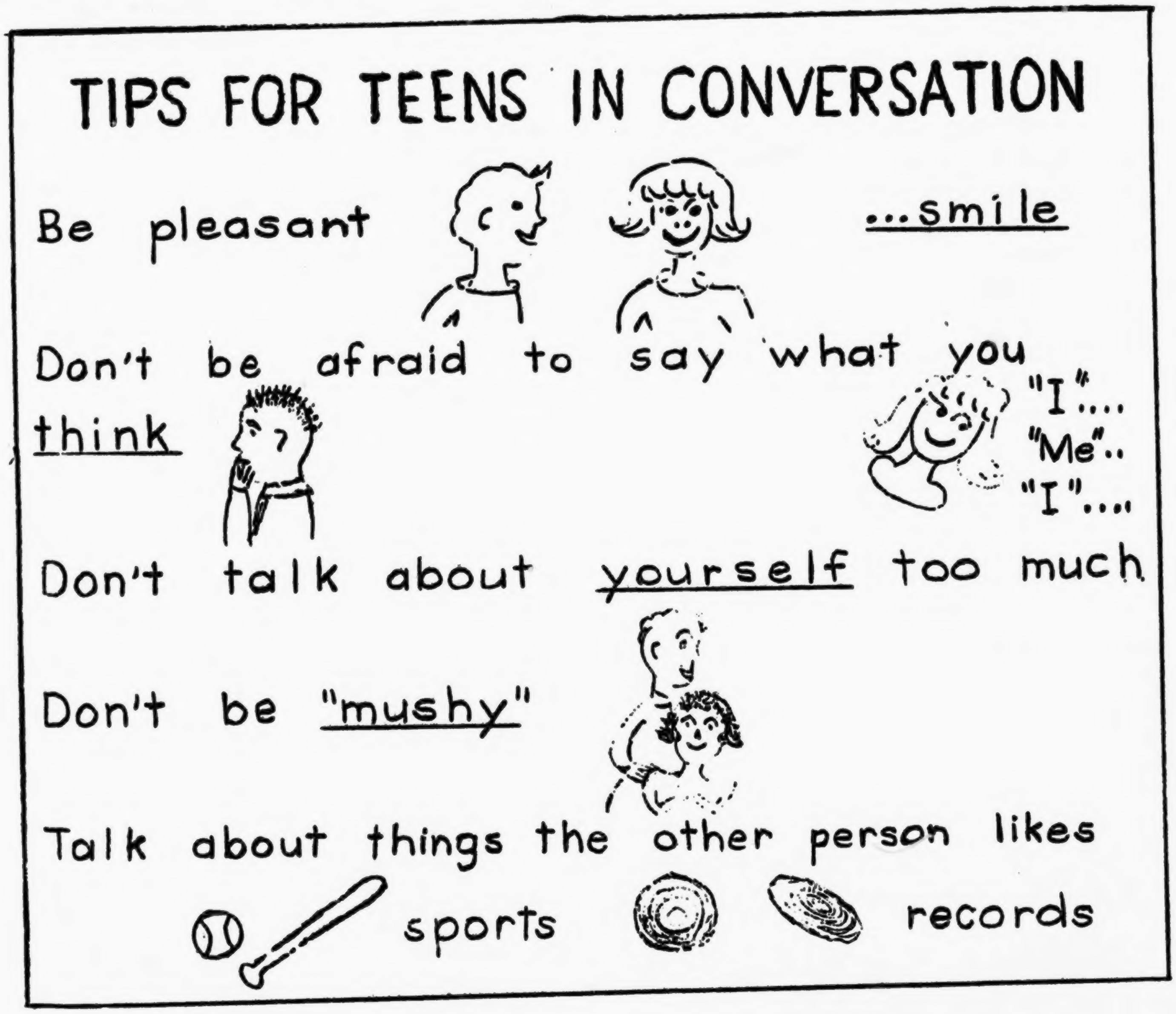
Discuss what it means to be a good group discussion leader. Point out that it is the leader's responsibility to do such things as keeping the discussion to the topic, keeping individuals from monopolizing the discussion, keeping general order on controversial points, and giving everyone an opportunity to express his opinion on the discussion topic. Actual practice may be afforded by giving pupils an opportunity to work in small committees on topics of interest and importance.

Discuss topics which will help pupils develop conversational skills. Pupils at this level will have many questions regarding what to talk about on dates, how to talk to adults, how to talk with fellow workers, and how to ask an employer or adult for information.

Make a chart entitled "Tips for Teens in Conversation." This chart (on the following page) will help teen-agers acquire skill in this difficult area. See illustration.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

SPEAKING AND LISTENING (continued)



TIPS FOR TEENS IN CONVERSATION

Be pleasant ...smile

Don't be afraid to say what you think

Don't talk about yourself too much

Don't be "mushy"

Talk about things the other person likes

Outcome #3

Have pupils give practical demonstrations before a group concerning something in which the pupil has a special interest. Topics which may be used are:

Using a spinning rod
Using a camera
How to give a home permanent.

The purpose of these talks will be to develop the pupil's skill in giving a clear, concise talk before a group.

Have pupils give reports before the class. The sources of the reports may be books they have read, TV shows they have

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

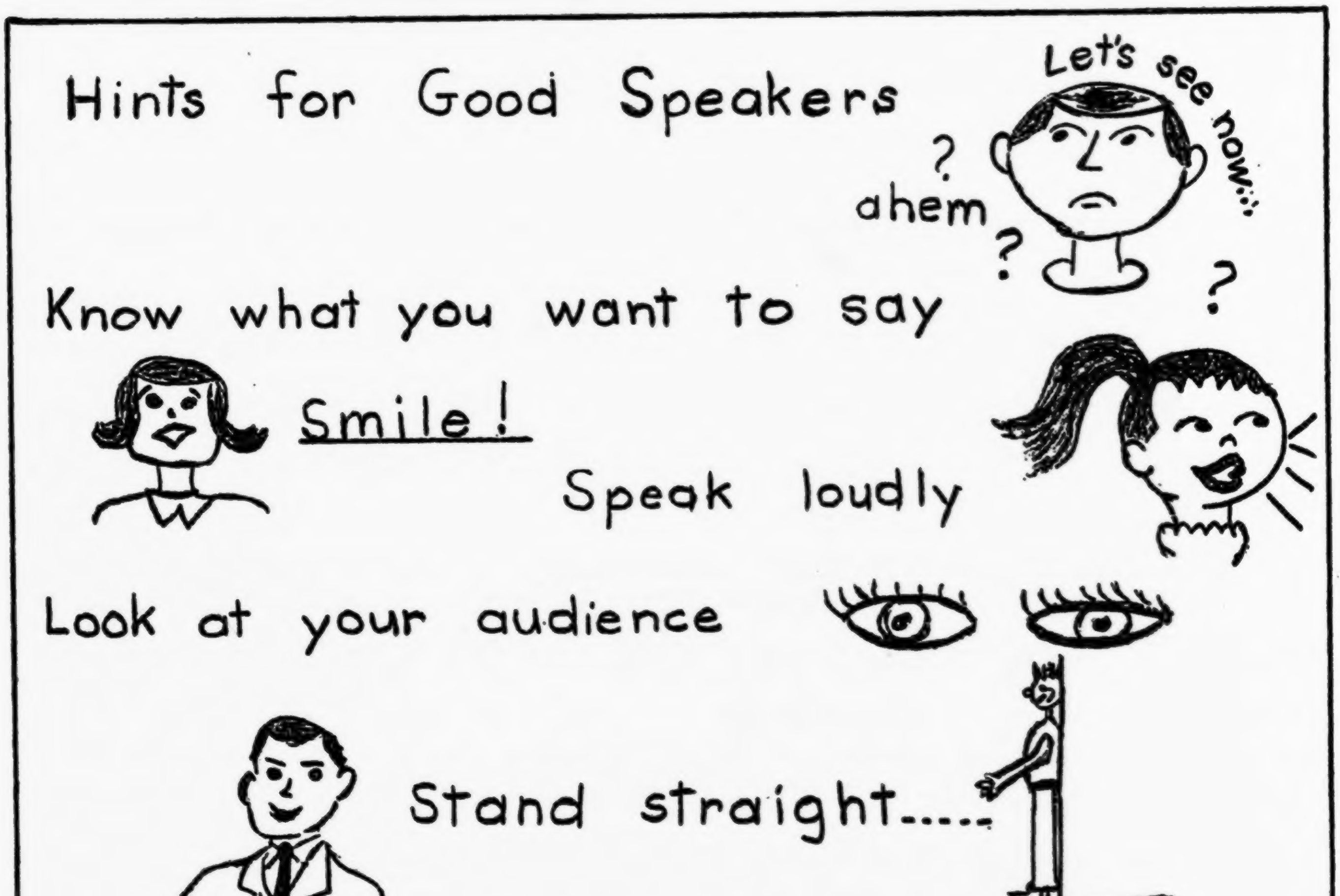
SPEAKING AND LISTENING (continued)

seen, or experiences they have gained during work or summer vacation. Pupils should be helped to practice those skills which will make them effective speakers before a group.

Have pupils plan an original talk which is designed to be given before a group. Examples of the kinds of talks which may be given are pep-rally talks, a nomination speech, an acceptance talk, a presentation of an award or a gift, and an introduction speech. All talks should be evaluated by the class. Both weaknesses and strong points should be discussed.

Encourage pupils to participate in school clubs and activities which afford them opportunities to use newly-acquired speech skills. Student council, various leisure-time clubs, and service organizations within the school are all examples of the kinds of activities which will afford pupils opportunities for using speech skills.

Make a chart for classroom display entitled "Hints for Good Speakers." See illustration.


Hints for Good Speakers
Let's see now...
?
ahem
?
?
Know what you want to say
Smile!
Speak loudly
Look at your audience
Stand straight.....
.....Look your best!

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

SPEAKING AND LISTENING (continued)

Outcome #4

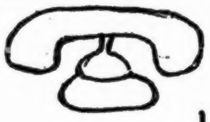
Use film strip and movies which illustrate speaking and listening courtesies, telephone manners, and making introductions properly. Consult your visual aids catalog for specific film titles.

Review and discuss how one uses the telephone effectively. All telephoning skills and habits learned at previous levels should be reviewed. Talk about how one uses the telephone for different purposes. Discuss techniques for gaining information, registering complaints or making inquiries.

Provide opportunities for pupils to dramatize a variety of situations which require the use of a telephone. Situations which may be used are making a complaint to a business concern, gaining information concerning an item to be purchased, inquiring about a sick friend, planning an activity such as a party or a picnic, asking for a date or refusing an invitation. These situations should be evaluated by the class. Good and weak points concerning the situations may be discussed so that improvement might result when pupil is confronted with a similar real life situation.

Make a chart for classroom display purposes entitled "Telephoning Do's and Don'ts." This chart should stress common courtesies and point out common mistakes which should be avoided in the use of the telephone. See illustration.

ON THE TELEPHONE



DO	DON'T
Speak clearly.	"Listen in" on party lines.
Listen carefully.	Use the phone for "jokes."
Say please and thank you.	Talk too long.
Remember all important things like time and place.	Hold the phone too close to your mouth.
Ask for people by name.	Leave the phone off the hook.

Discuss and dramatize situations which require the pupil to make various kinds of introductions. A review of the procedures for making introductions learned at the previous level should be conducted. Pupils should be proficient at making introductions at this level.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

SPEAKING AND LISTENING (continued)

Discuss and review topics concerning good speaking and listening manners in audience situations. Pupils should be required to note and bring examples of good and poor manners shown in audience situations such as auditorium programs, school plays, and movies.

Outcome #5

Use problem stories which appear in teen-age magazines. The teacher may read the stories to class. Pupils will need to listen closely to the various aspects of a problem. Usually, the story will be incomplete. Pupils may be required to give their versions orally, completing and solving the problem in the story. They may be required to tell how and why they arrived at their conclusions. This activity will require students to acquire the habit of listening closely to the person speaking.

Discuss attributes of being a good listener in various kinds of situations.

Make assignments to pupils to listen very carefully to a particular auditorium talk, TV program, or movie. Pupils should understand that this assignment will be followed by a review of what they gained from listening closely. This activity will give the slow learner an opportunity to interpret what he has heard.

Have pupil give oral directions concerning how one would travel from one place to another. Have other pupils attempt to repeat directions as they were given.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

WRITING AND SPELLING

Outcome #1

Have pupils write personal descriptions of themselves. These may consist of several paragraphs which describe such things as the pupil's appearance, his interests, his job experiences, his school accomplishments or his family.

Discuss the various kinds of letters the pupil may be required to write sometime during his life. Attention should be given to form and content of simple friendly letters, notes of thanks, acceptances of invitations, and simple business letters. Examples of these various kinds of letters may be collected and displayed on the bulletin board.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

WRITING AND SPELLING (continued)

Give pupils an opportunity to write various kinds of letters. The teacher may provide hypothetical situations which will require the pupil to write letters for a purpose. One way of doing this is to provide a duplicated sheet which outlines a problem in simple language. The pupil may be required to write a letter that would solve the problem. For example, you want to buy a phonograph from A.B.Jones Company. The phonograph costs $149 and has a catalog number of Z-1234. Write a letter to the company in which you order the phonograph. Similar situations may be provided for friendly letters, letters to the sick, letters requesting information or letters to return merchandise.

Collect a variety of application blanks and forms which pupils use in adult life. Discuss the meanings of the terms found on the forms. Talk about the necessity for correctly and completely filling out information requested on applications and forms.

Make duplicated facsimiles of various kinds of application blanks and forms. Have pupils complete these forms correctly. Start with simple forms and work to more complex forms. Require pupils to fill out correctly, simple forms before they are permitted to attempt to fill out complex forms.

Make a personal data card which pupil can carry in wallet. This card should contain information that the pupil will need to complete most application blanks correctly.

MY PERSONAL RECORD

Name ____________________

Address ____________________
Street
____
City and State

Parent's Name ____________________

Address ____________________

Telephone number ____________________

Place of birth ____________________
City and State

Birthdate ____________________
Month Day Year

Places I have worked ____________________
Name
____
Name

References (3) __________ __________
Name Address
__________ __________
Name Address

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

WRITING AND SPELLING (continued)

Outcome #2

Develop the skill of writing legibly with speed through all written activities of the school program. The teacher should note any difficulties that the pupils are having in developing legible writing. These difficulties may be eradicated through specific remedial exercises developed for the individual pupil. These exercises may consist of practice sheets, demonstrations, and examples. Many of the activities proposed at previous levels may be modified and used to increase handwriting skills. In teaching the slow learner to write, major emphasis should be on legibility.

Outcome #3

Have pupils correct errors in punctuation which appear on any written work which they submit. Teachers should point out and explain the errors so that the pupil understands the correction that he is required to make.

Review, discuss, and extend common uses of punctuation and capitalization. Skills in this area should be extended to include some common uses of the comma and some additional abbreviations for common words.

Develop worksheets which give pupils practice in punctuating and capitalizing correctly. These worksheets can consist of paragraphs, letters, and isolated sentences. Pupils should be required to place capital letters, commas, periods, and question marks in the proper places.

Make a duplicated page of common abbreviations. This page may be placed in the pupil's language arts notebook for his ready reference. The abbreviated words should be spelled out completely following each abbreviation.

Outcome #4

Have regular spelling tests of words taken from reading vocabulary, vocabulary lists, and words selected from application blanks, maps, work situations or catalogs. Have pupils exchange papers for checking the spelling tests as teacher spells the words orally. Pupil should record the words he does not spell correctly on a separate sheet. He should practice those words. Have pupil look at the word carefully, spell it to himself several times, close his eyes and spell it again to himself. He should then write the word, first while looking at the correctly written word, then without looking. When he can spell and write the word correctly, he should write sentences including the word. Spelling practice may be

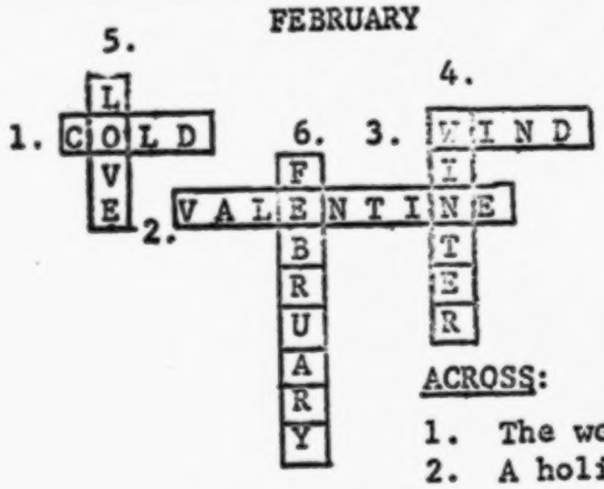
Suggested Activities for Group IV - 16 through 18 Years (cont'd)

WRITING AND SPELLING (continued)

assigned for homework, free time, or specially planned spelling periods. All practice sheets should be handed in and checked for accuracy. When the pupil has mastered the words with which he has had difficulty, he may remove them from the practice list of misspelled words.

Devise simple crossword puzzles which will use words from pupil's current spelling lists. These puzzles should be simple and each one should revolve around a central topic such as a holiday, words used in measuring, words from a story the group is reading or basketball words. See illustration.

FEBRUARY



ACROSS:

1. The weather in February is_____
2. A holiday in February
3. Blows in winter

DOWN:

4. The season of the year
5. The kind of message we send on Valentine's Day
6. The name of the month.

Make files for pupil's reference in finding spelling of words he needs. Have separate files for words commonly used in letter writing, for filling out application blanks or measuring and cooking. Words may be written on 3" x 5" cards and filed in small cardboard boxes. Pupils may help make the files, pasting labels on the front of the box, identifying the kind of words which are found in it. The cards should contain the word, both in manuscript and cursive writing, along with a simple definition of the word. Pupils should be encouraged to add to the files as they encounter new words and refer to the files for help when they are writing letters or reports.

Provide practice in using spelling words through the use of dupli-

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

WRITING AND SPELLING (continued)

cated sheets. Sheets should contain sentences or paragraphs with blank spaces left for the insertion of spelling words. A list of the words should appear on the sheet from which pupil must select the correct word for filling in the blanks. When pupils have completed this worksheet correctly and have learned how to spell and write the words, a new worksheet of a similar type should be provided which does not contain the list of spelling words. This will require the pupil to write the words in the blank spaces from memory.

Write common homonyms on the blackboard. Discuss their meanings and spelling. Have pupils check their ability to distinguish homonyms through various exercises. An example of this is: teacher writes one homonym on the blackboard; pupil writes the corresponding homonym and uses both correctly in a sentence. Provide duplicated sheets containing sentences with multiple choice homonyms. Teacher may dictate sentences containing homonyms to be written by pupils. Pupils should write the correctly spelled word in the sentence.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additionsl, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

The Arithmetic Program

Procedures, Techniques, and Methods in the Arithmetic Program

The content of the arithmetic program for slow learners will significantly differ from the arithmetic program for normal learners in a number of areas. Differences in programs will be found primarily in what concepts and understandings are taught and when they are taught. Slow learners will acquire basic number concepts and processes through many of the same types of concrete experiences which contribute to the basic arithmetic understandings of average learners of the same mental age. However, decisions regarding which concepts and skills should be stressed must be made on bases distinctly different from those underlying the choice of content of the arithmetic program for normal learners.

First, slow learners' social needs for number skills and understanding are frequently beyond their computational ability. Thus, they will need to be helped to acquire understandings and concepts not ordinarily taught to normal children of comparable mental age. For example, an adolescent slow learning girl who scores at the second grade level on a standardized achievement test may need to understand that 450° means a hot oven, or that 100° on a clinical thermometer means that the patient has a fever. Similarly, the sixteen year old slow learning boy whose general level of achievement is fourth grade level may need to understand the deductions on his pay check or be able to compute the amount of overtime pay due to him. Such concepts are not ordinarily included in second grade arithmetic.

Second, the usual arithmetic program for normal learners provides for the development of many concepts and processes which are beyond the comprehension of slow learners. The regular program often stresses concepts and understandings not ordinarily needed by the slow learner. For example, the regular arithmetic program stresses concepts necessary to understanding high level mathematics such as algebra, geometry, graph interpretations, and predictions. Skills in these and other complex mathematical areas are too difficult for slow learners to understand or use.

Experience has shown that the average adult uses arithmetic computation in situations where he is buying or selling, making simple measurements, and in following step by step instructions in making such computations as are needed in filing tax returns. If this is true for the adult of average ability, it follows that slow learners should be taught the arithmetic needed in conducting their everyday affairs. Trying to teach slow learners more complex mathematics would use valuable time that could better be used teaching them arithmetic that they need and could well use as an adult.

It is especially important that the content selected for the arithmetic program for slow learners be that which will help them develop the skills and understandings which they will need most frequently as adults in their daily affairs. The program, as it develops, must be closely related to the real life number needs and experiences of these children.

Procedures, Techniques, and Methods in the Arithmetic Program (continued)

A good criterion by which the teacher may judge whether any concept should be taught in a program for slow learners is to consider whether such arithmetic concepts or materials have proved of indispensable value to the teacher in his own life outside the classroom.

Although many of the procedures helpful in developing arithmetic understandings and skills with normal children are valuable in instructing slow learners, there must be significant adjustments in some teaching methods. Slow learners often lack the everyday experiences with number concepts typical of normal children of comparable age. Because of this, the slow learner often does not attach meaning to the number solving problems which confront him in his daily living. Therefore, the teacher must provide concrete experiences to make his associations with numbers meaningful in terms of the pupil's own environmental situation and needs.

Third, the slow learning pupil has more difficulty attaching meanings to number symbols in isolated situations. Where he is able to see and manipulate objects and compare their relative sizes, weights, or values, he can deal with the problems in a concrete manner. However, the slow learner sometimes runs into difficulty when he is faced with the problem of dealing with only symbols and abstractions. Therefore, the teacher must use means to help the slow learner translate symbols into things which have real meaning to him. The number "12", for example, may mean twelve objects, one foot, or one dozen. The slow learner may need repeated instruction and help before he is able to establish this fact and deal with the symbol abstractly.

Fourth, the slow learning pupil must be prepared to meet certain social situations in which knowledge of specific number concepts becomes essential. Often these concepts will exceed his general fourth or fifth grade level of arithmetic achievement. He, like the normal adult, must be able to translate advertisements, team standings, sales discounts, time, distances, and ways of indicating salaries and overtime into meaningful everyday concepts.

Fifth, slow learners will acquire understandings at a slower rate. They will also have more difficulty generalizing from one step in an arithmetic process to a slightly more advanced one. Therefore, there must be a carefully planned program of number experiences. Careful attention must be given to the development of readiness for each new step in a process. Skill in the fundamental operations will need to be developed slowly with special emphasis upon each slightly more complex step in the process.

Sixth, the teacher of slow learners must plan carefully so that ample attention is given to developing the problem solving skills that these pupils will need in daily living. Slow learners will not readily apply their skills in fundamental operations to their daily life situations unless they are given many opportunities to do so.

Procedures, Techniques, and Methods in the Arithmetic Program (continued)

In summary, the teacher of slow learners must give attention to major aspects of the arithmetic program. He must give special attention to the development of readiness for number experiences. He must help the slow learner to transfer his knowledge of the number symbols from the concrete to the abstract with comparative ease. He must plan carefully to develop the number concepts which his pupils will need in daily life. He must provide for the program of sequential experiences that results in mastery of the fundamental operations. He must develop the problem solving skills needed in daily living.

Building Number Readiness

For the slow learner, as for the normal pupil, the effective development of advanced number skills depends upon the pupil's number readiness. The number readiness program should provide ample experiences to develop basic number understandings. These include learning to count (learning number names and applying them in sequence to objects to be counted to determine how many) attaching meaning to numbers (visualizing a group of four objects when the number four is mentioned) associating number meaning with written figures as well as the spoken word, and learning to write numbers. In addition, concepts and vocabulary of time (day, morning, afternoon), of place (here, behind, on), of quantity (many, few), and of comparison (more, less; long, short; big, little) will be needed. Also useful at the readiness level are simple understandings of the ordinal idea (first, second, last), the concept of half of an object, and the ability to recognize simple geometric shapes (square, circle, triangle, star).

Younger slow learners, like young children of normal intellectual ability, are likely to have limited awareness of exactness and, therefore, feel little need for numbers. For slow learners, particularly, there should be ample classroom experiences calling for the use of simple number concepts. It is important that these be real situations in which the pupil can use what he is learning about numbers day after day. Number meaning can be developed through activities requiring the pupil to select a given number of objects -- crayons or paper for the children at his table -- and to determine whether there is enough, too little, or too much of something, or how much more is needed. Children should learn to count through situations where counting serves a purpose -- in taking attendance, in making collections, in selecting books, in playing games.

Early experiences in reading numbers should begin with the numbers that appear frequently in the school room and at home -- the child's room number at school, his house number, his telephone number, page numbers, prices on items in a store (real or play), numbers used to record attendance, milk orders, and so on. Writing numbers is a skill needed in recording how many are present, how many bottles of milk are to be ordered, how old a child is, listing measurements, listing small amounts of money, and in many other similar situations. Vocabulary is developed and practiced through talking about time, place, size, and quantity as the children experience these situations. Many such social experiences exist. The extent to which they are used effectively depends upon the

Building Number Readiness (continued)

teacher's awareness of these opportunities to develop the understandings needed by the children.

If later experiences with the processes of addition and subtraction are to be meaningful to pupils, it is particularly important that the readiness program provide ample opportunities to develop the meaning of numbers. The pupil needs to visualize two objects when he sees or hears the number two, and four objects when he sees or hears the number four. Counting experiences and experiences in which the pupil reads numbers will not necessarily teach these understandings. There need to be many social situations in which the pupil handles real objects -- bringing four chairs, getting two pairs of scissors, recognizing that there are three goldfish in the aquarium, and so on. It is also important to provide planned experiences with concrete manipulative objects. Many of these experiences should encourage children to make preliminary discoveries of basic number facts -- to see how many groupings can be made of four objects, to arrange objects to demonstrate that two and three equal five, to show how many are left if we start with four and take away two. As the children work with such concrete activities, it is helpful to encourage them to talk about what they have discovered and to record the number facts for the children to read.

Slow learners, as do normal children, vary considerably in the rate at which they will progress in developing number understandings and skills. In most cases, however, the teacher of slow learners will need to provide a program of beginning number experiences that is richer and more extended than that provided for normal pupils of comparable mental age. The slow learner will grasp number relationships slowly. He needs to have a thorough foundation of concrete experiences before he enters upon steps to expand his counting skill and his mastery of basic skills in addition and subtraction. It is equally important, of course, to consider the slow learner's readiness for each new step in mastering computational and problem solving skills. Teaching number concepts and skills at any stage before the child has developed the necessary readiness makes for unnecessary repetition and increases the likelihood of discouragement, confusion, and questionable mastery.

Developing Number Concepts

The principle that it is important to provide for concrete experiences in real life situations applies not only to the number readiness program, but to the development of number concepts for slow learners at all ages. The teacher will need to make sure that the introduction of each new stage in a computational process is accompanied by ample experiences with concrete manipulative objects and semiabstract representations that will help the pupil see exactly what he is doing. In addition, there will be an increasing number of new terms and mathematical concepts which the pupil will need to interpret accurately if he is to read the advertisements in the daily paper, follow the progress of his favorite ball team, and understand what his employer means when he talks about time and a half for overtime, or deducts a given percentage for income

Developing Number Concepts (continued)

tax or Social Security.

Even adults of average or above average intellectual ability sometimes have inaccurate concepts related to everyday mathematical terms. The city dweller, for example, who has merely memorized his tables of square measure, may not be able to describe accurately the approximate size of an acre in terms of city lots, blocks, or football fields. Someone who has never cooked does not readily relate fractions of a pound of butter to cupfuls or teaspoonfuls to tablespoonfuls. Accurate concepts develop from concrete experiences.

Teachers of slow learners at all grade levels must provide ample first hand experiences with any concepts to be taught. Pupils should have many opportunities to handle measuring instruments. They should be given opportunity to handle money and to shop under supervision. Older pupils who are in co-operative programs where wages are involved should be helped to understand the deductions on their pay checks and given opportunities to learn how many pay checks must be saved in order to purchase a desired object. In short, wherever possible, the social experience -- as the concept actually is used in daily life -- should be used as a teaching device. At times it should be recognized that the school and child's home will need to work co-operatively to provide some of these important and necessary learning experiences.

It is important for teachers of slow learners to realize that number concepts sufficiently accurate for the successful meeting of everyday experiences can be developed even though the pupil does not understand and cannot perform all the computations involved. For example, the pupil who is following the progress of his favorite baseball team can understand that a percentage less than .500 means that the team has lost more games than it has won, even though he cannot calculate the percentage. Similarly, he can understand a batting average of over .300 as a good performance. The girl who has done some cooking quickly relates oven temperatures to the heat she wants. The pupil who examines price tags can learn through practical experience what is meant by 25% off. For pupils of average intellectual ability, situations such as these would provide opportunities to develop new computational skills. In the case of slow learners, an understanding of the concept is taught rather than the computational process. The teacher will attempt to help the slow learning pupil make comparisons and draw analogies that will result in better understanding.

Developing Skill in Fundamental Operations

Most slow learners will be able to learn to perform the fundamental operations of addition, subtraction, multiplication, and division. However, they can be expected to become more proficient in addition and subtraction than in multiplication and division. They will also be more proficient with operations with whole numbers than with fractions.

Even though the day by day application of arithmetical concepts to social

Developing Skill in Fundamental Operations (continued)

situations is an extremely important part of the arithmetic program for slow learners, it is important that the teacher also provide a carefully planned sequential program for developing proficiency in the fundamental operations. This program should begin at the readiness level. As youngsters actually have the experience of bringing two objects and then one more to make three, or of putting back one object because they need one less than the number brought, they take beginning steps toward understanding the processes of addition and subtraction. The teacher of younger slow learners makes systematic use of such real situations. He should also supplement these experiences by planned activities in which the pupils rearrange concrete objects and later work with semiabstract materials in picture form. By the end of the readiness period, younger slow learners, if they have been given systematic help, can be expected to learn most of the addition and subtraction facts to ten. They will be likely to master more addition than subtraction facts, and they will need much help in discovering relationships between the two processes.

The program to develop computational skills beyond the readiness period must be carefully adjusted to meet the needs of individuals. The children in any one classroom will differ considerably in their achievement and, therefore, in their need for instruction and practice. It should also be recognized that any child may have gaps in his knowledge; he may be able to perform one computation correctly and have trouble with one only slightly more complicated. Perhaps most important, he may be able to perform an operation correctly when the example is set up precisely in the form he has been taught, and because he has little real understanding of the process, be unable to apply it in problem solving. Such gaps and inability to apply what is learned are characteristic of the pupil of average intelligence as well. However, the slow learner sees relationships less easily and is even less quick to recognize the slight change in the situation that renders his present procedure inadequate. It is particularly important for the teacher of slow learners to understand the hierarchy of skills needed in mastering the various computational processes and to discover precisely what skills and understandings each pupil possesses. It will be most helpful to keep a record for each child and to use this as a basis upon which to plan. Formal and informal tests can be of help in discovering precisely the understandings and skills possessed by each child. Perhaps most important, however, will be the teacher's day by day observations of pupils as they work.

It is even more important with slow learners than it is with normal children to assure thorough mastery of a process at one level of complexity before proceeding to a slightly more difficult step. Readiness for each new step is essential if the slow learner is to acquire proficiency in a fundamental process. Furthermore, it is very important with slow learners to select examples that add only one new learning difficulty at a time. It is important, also, to provide sufficient concrete experiences, discussion, and practice so that the slow learner is helped to relate each new step to those he understands. This means that the teacher must be thoroughly aware of all possible points of difficulty in each new type of exercise or problem. For example, as the

Developing Skill in Fundamental Operations (continued)

pupil moves from the addition of two numbers (3) to column addition
(+4)

(2)
(3) he must master the step of adding a seen number to an unseen one.
(+4)
The teacher should be careful to begin work in column addition with number facts which the children have mastered thoroughly. Experiences should be provided with concrete objects before an attempt is made to work with the written notation. In the first experiences with written notations, the teacher might well encourage the children to write the sum of the first two numbers to the side so that there could be no misunderstanding of the process. (2)
(+3) (5) Being able to keep the first
(4)
addend in mind would be a second step. Only after the children demonstrate understanding by proficiency with familiar facts would they be expected to take the step of working with larger numbers, with totals of more than ten, with 0 as an addend, with more than three addends, with addends that require adding by endings, and eventually with examples calling for the addition of several two place numbers with carrying.

Every effort should be made in teaching slow learners, as in teaching children of average intellectual ability, to assure understanding of the processes that are being mastered. At one time the teaching of arithmetic, for all children, tended to involve considerable blind memorizing of a prescribed series of manipulations, with little or no concern for the pupil's understanding of the process as long as he arrived accurately at the correct answer. Today, the idea tends to persist that for slow learners, at least, real understanding is difficult to achieve, and routine drill in a series of relatively meaningless steps guaranteed to produce accurate computations is justified. The teacher of slow learners should proceed in a definite step by step fashion. She should take each opportunity to do everything possible to make each new process meaningful to pupils. While slow learners cannot be expected to achieve much beyond fourth or fifth grade level, they can be expected to develop understanding of the processes they master. Indeed, if they do not do so, it is questionable whether mastery of the process, in and of itself, will be of much value to the typical slow learner as he tries to handle adult problems involving mathematics.

Teachers of slow learners generally find that the need to solve a real problem is important in helping children understand a process. For example, column addition, as illustrated in the preceding paragraph, could profitably be preceded by many concrete examples involving the adding of three numbers. ("If John brings us three pairs of scissors, Billy brings four, and Sue brings two, how many pairs of scissors will we have?" Or, "We need eight paper bags to make masks for our play. Betty says that she will bring two, Billy can bring two, and we have one here. How many would that make?")

It is also very important to approach each new step through use of con-

Developing Skill in Fundamental Operations (continued)

crete or manipulative materials. For example, children may work with markers or other objects to discover the various combinations that make seven. They may, with the help of the teacher, make a reference chart to help them with beginning multiplication facts. They may develop understanding of fractions by fitting together fractional parts of various figures. Teachers will need to take care, however, that children are actually thinking as they use such materials and not merely following directions. It is important to encourage them to manipulate the concrete teaching aids until they arrive at solutions for themselves and to have them tell what they are doing. Only in this way can the teacher know what level of understanding has been developed. True, slow learners are generally weak in verbalizing; this, however, is all the more reason for encouraging them to try. Furthermore, because slow learners are usually poor at generalizing, they need this added encouragement to discover basic relationships. Helping slow learners explain their procedures increases their awareness of relationships and develops better understanding.

It is also important to use the terminology and to provide the explanations that are the most meaningful explanations of the process. In teaching addition, the teacher must be sure that the child sees the distinction between adding and merely counting. Subtraction should be taught as "take away" or "how many have I left?", because this is the way that most problems in subtraction are encountered in life. Multiplication should be introduced as a short cut to addition. Division should be taught in its relation to multiplication. Fractions can be developed in relation to the division concept -- we divide or share, and we have parts of the whole left over. When the concept of carrying is developed in written form, it is helpful to the child to see the ten that he has handled in his work with manipulative objects actually written under the tens column. Similarly, when borrowing is introduced, it is helpful to record the new numbers with which he is working above the old ones.

$$\begin{array}{c} (\ 1\ \ ) \\ (\ \cancel{2}{}^{1}3\ ) \\ \underline{(\ -5\ )} \end{array}$$

The slow learner will need considerable practice spread over a long period of time if he is to acquire proficiency in the fundamental process. While some of this will undoubtedly be provided through work type materials, it is very important to capitalize upon every opportunity provided by on-going classroom activities. Many teachers plan, as a regular part of their programs, one or more activities which call for proficiency in fundamental operations. The job of cashier or clerk in a classroom store is given to the pupils who have demonstrated proficiency in addition and subtraction, or the privileged pupil who runs an errand to the neighborhood store is the one who has demonstrated accuracy in making change. At the secondary school level, pupil operation of the school store, computing paychecks earned for working in the school cafeteria, or keeping other statistical records may be used to provide pupils with real situations in which they can use their newly acquired arithmetic skills.

Slow learners will also benefit from practice provided through manipula-

Developing Skill in Fundamental Operations (continued)

tive devices and games. The teacher should provide a variety of appropriate materials that the children can use independently or in small groups. Such materials include games which can be played with flash cards of number facts, variations of the parchesi-type of game, number wheels, and puzzles which can be adapted to many purposes. Many helpful ideas for such materials can be found in method books and in teacher guides to basal arithmetic series. There are some cautions, however, in the use of such materials. The teacher must make sure, through careful observations and checking, that the children are actually securing meaningful practice. They will need to be taught how to use each new practice device. The teacher will also need to show interest and enthusiasm for such materials and to make sure that the children have time to use them. Teachers frequently find it useful to have a number table or shelf where these teaching aids can be arranged and readily available. Materials must be changed and varied in order to meet individual practice needs and to maintain interest.

Arithmetic textbooks can be of value in teaching slow learners, but the teacher must exercise considerable discretion in their use. Textbooks designed for normal children will typically present many topics not needed by slow learners. The sequence of topics is likely to be inappropriate also. Often the reading level is too advanced and presents so many difficulties that the children cannot concentrate on the arithmetic. Frequently these books do not provide enough of the kind of practice slow learners need. Teachers do find, however, that slow learners like arithmetic books because they see others using them.

The teacher will need to make several adjustments in using textbooks with slow learners. First, he will need to preteach carefully and turn to the textbook only when it can aid in reinforcing understanding. In fact, several of the newer arithmetic textbook series make this very provision in the teacher guide for teaching normal learners. Second, the teacher will often find it useful to have several different arithmetic books available and to study each carefully to determine the sections which will be appropriate and useful in each. Third, it will often be necessary to read the text to the children or to rewrite parts of it to enable the children to read for themselves. Fourth, the teacher will need to supplement the text with much meaningful practice work. Fifth, the teacher will not be able to rely wholly on the sequence of presentation of steps in fundamental operations given in textbooks. For example, most textbooks take children through the carrying and borrowing processes before introducing multiplication and division. The slow learner, however, may need and have readiness for multiplication and division facts before he is ready for the more advanced operations in addition and subtraction.

Adjustments must be made in the use of typical textbook materials because the slow learner often faces situations requiring arithmetic computation dissimilar to those situations found in regular grade textbooks. Rarely do they focus on such mature life situations as computing pay checks, budgeting income, making installment payments or filing income tax returns. These are the types of situations in which the computational skills of the slow learner will be used.

Developing Skill in Fundamental Operations (continued)

The teacher must be the one to insure that slow learners are given opportunities to use their skills in solving the actual problems they face. The teacher must be certain that the slow learner is given every opportunity to develop his skills and concepts in arithmetic in relation to the daily situations he is actually facing or will face as an adult.

Developing Skill in Problem Solving

The ultimate goal in the arithmetic program for slow learners is to enable them to solve the daily life problems they face. For example, they will need to know how to figure their paychecks, how to compute grocery bills, and how to figure a budget that will meet their daily needs. In many cases there will be needs to use mathematical processes, to meet practical demands such as figuring the cost of a half dozen eggs, a half pound of butter, or using various linear measurements. Not all of their problems are on the adult level.

They will be handling money, saving for special purposes, and measuring from the time that they come to school. The teacher of slow learners will not only use these real life situations as incentives for lessons in computational skills, but he will also need to give specific help to his pupils in learning to solve problems.

The slow learner has difficulty seeing relationships and generalizing from one situation to another, and he will need to be taught to deal specifically with each type of problem he faces. Furthermore, insofar as possible, he should work in the real life situations not with the equivalent of the problem phrased in the words of a textbook. If a lesson deals with liquid measurement, the slow learner should actually work with a pint, quart, or other containers used to measure liquids.

When learning the use of money, he should handle real money. Practically, this means that many problem-solving experiences in arithmetic should be dramatized by the pupils. Thus, when he learns about bank checks, he should act-out banking. When he learns about buying and selling, he should have experiences with purchasing and selling; or if this is not possible, he should at least play store. When he learns about linear measurement, he should measure actual objects for purposes which require measuring.

In developing the problem-solving skills related to such concrete situations, it will be especially important for the teacher to work with his pupils in order to help them see relationships and applications. A slow learner is likely to associate a process only with the situation in which it was presented. To guarantee transfer of learning to related situations many concrete problem-solving situations must be provided, each

Developing Skill in Problem Solving (continued)

differing slightly from the preceding one until the pupil develops flexibility in applying basic processes. Pupils who are running a popcorn concession for the school, for example, can profitably carry this project through for the entire year. Such a prolonged activity helps guarantee opportunities for all pupils to assume responsibility for various aspects of the undertaking and to give ample practice.

Slow learners have many difficulties in learning to solve problems, even when they are working in concrete situations where there is maximum opportunity for insight. They will need special help in learning which process to use in solving the problem. Even when every effort has been made to develop computational skills in a meaningful fashion, the slow learner may not always see, for example that if he needs to know the price of four objects, he can multiply the price of one by four. Similarly, he may not recognize that measuring a half yard is related to dividing the total length by two.

The more skillfully the teacher can relate the pupil's original experiences with computational processes to real life situations, the more readily the pupil will be able to identify the process he needs. Even so, the teacher needs to be prepared to help his pupils think through the reasoning for each step in solving the new problem. Not infrequently a teacher regards his pupils as proficient in solving reasoning problems when, in fact, they are merely making the calculations he suggested. No pupil should be regarded as capable of solving a problem until he can proceed from one step to the next without assistance from the teacher.

When the slow learner is asked to solve a problem phrased in the words of the textbook, he will have even more difficulty. When the problem is highly verbal in nature, he may not know where or how to begin. Once he has made a start, he may lose the idea of the problem and get processes confused. If the problem makes use of symbols beyond the learner's field of immediate experience, he faces still further difficulty. For example, he may understand the exact meaning of a quart; but a gallon may mean merely a lot of something. Or, he may be unable to differentiate between one thousand and ten thousand because both are too large to visualize. It is possible to help slow learners develop increased skill in solving verbal problems by giving close attention to their skill in reading for details. This may involve teaching them to identify precisely what the problem asks, to sort out the facts that are given, to identify key phrases that suggest the process to be used, such as "How many will be left?" or "How many in all?"

As an adult, the slow learner will need to recognize and solve the practical problems he faces. In order to do this he will need to know what steps must be taken to solve each problem. Therefore, the teacher of slow learners will be well advised to draw upon problems which the pupils face in daily living as a basis for many arithmetic experiences.

Slow learners should be helped to perform the actual computations needed for problem solving on as high a level as they are capable. However,

Developing Skill in Problem Solving (continued)

they also need to know how to effectively use computation aids -- manipulative aids, tables and reference charts, and individual devices. These aids -- multiplication tables, tables of measures, fraction references -- may well be carried into adult life. Slow learners will vary in the level of proficiency in arithmetic that they will achieve by the time they leave school. Whether their proficiency is adequate depends in part upon their learning to recognize that the arithmetic situation they face is one that they can handle. In part, it depends upon the degree to which schools and employers help them develop the skills to meet specific on the job requirements. An important factor in the ultimate level of proficiency displayed by the slow learner, however, is the quality of his understanding of the meaningful interrelationships in the number system and his faith in his ability to work through each problem situation he faces. Many a slow learner with a clear understanding of the problem he must solve, has used less complex processes (adding instead of multiplying, for example) to arrive at a satisfactory solution.

PERSISTING LIFE PROBLEM #III. --

General Outcomes for Group I - 6 through 9 Years

ARITHMETIC - DEVELOPING NUMBER AWARENESS

1. Becomes aware that numbers are used for a variety of things.

ARITHMETIC

1. Begins to count, read, and write numbers.
2. Begins to use numbers.
3. Begins to understand and use simple number facts and processes.
4. Begins to recognize and understand money - its terms and value.
5. Develops an awareness of measurement concepts and devices.
6. Recognizes common geometric shapes and terms, such as triangle, circle, square, and star.
7. Develops a meaningful arithmetic vocabulary.

General Outcomes for Group II - 10 through 12 Years

ARITHMETIC

1. Counts, reads, and writes numbers at approximately third-grade achievement level.
2. Continues to use number concepts to meet daily situations.
3. Continues to develop an understanding of number facts and processes.
4. Continues to develop an understanding of money terminology and values.
5. Begins to understand and use measurement concepts and devices.
6. Knows names and can reproduce common geometric shapes, such as triangle, circle, square, star, rectangle, and cone.
7. Continues to develop a meaningful arithmetic vocabulary.

PERSISTING LIFE PROBLEM #III. --

General Outcomes for Group III - 13 through 15 Years

ARITHMETIC

1. Counts, reads, and writes numbers at approximately fourth-grade achievement level.
2. Expands number concepts to meet daily situations.
3. Knows number facts and processes.
4. Understands the use of money terminology and values.
5. Continues to build understanding and use of measurement concepts and devices.
6. Begins to understand and use simple fractions.
7. Continues to expand a meaningful arithmetic vocabulary.
8. Begins to understand and use simple maps, graphs, and charts.

General Outcomes for Group IV - 16 through 18 Years

ARITHMETIC

1. Counts, reads, and writes numbers at approximately fifth-grade achievement level.
2. Uses a variety of number concepts to meet daily living situations.
3. Masters the use of number facts and processes within limits of his capabilities.
4. Understands and uses money concepts to meet adult needs.
5. Understands and uses measurement concepts and devices.
6. Understands and uses simple fractions, decimals, and percentages.
7. Has a meaningful arithmetic vocabulary.
8. Uses elementary graphs, tables, maps, and charts.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group I - 6 through 9 Years

ARITHMETIC - DEVELOPING NUMBER AWARENESS

1. Becomes aware that numbers are used for a variety of things.
   a. Is aware that numbers are used to tell age, house number, phone number, calendar date, time, and temperature.
   b. Is aware that numbers relate to quantity.
   c. Begins to be aware of quantitative relationships.

ARITHMETIC

1. Begins to count, read, and write numbers.
   a. Begins to rote count by 1's to 100.
   b. Associates number meaning and symbol with groups of objects to 10.
   c. Counts rationally to 20.
   d. Reads and writes number symbols to 100.
   e. Reads and understands number words to 10.
   f. Knows the ordinals first, second, third, and last.
   g. Begins to write and count by 2's, 5's, and 10's.
2. Begins to use numbers.
   a. Tells age, house number, phone number, and birthdate.
   b. Uses numbers in daily situations, such as counting children, keeping score in simple games, finding a page in a book, counting lunch money, and determining how many objects he has or needs.
   c. Begins to write from memory his address, age, telephone number, and the calendar date.
3. Begins to understand and use simple number facts and processes.
   a. Recognizes and manipulates groups of objects to 10.
   b. Knows addition facts to 10.
   c. Knows subtraction facts to 10.
   d. Knows column addition of three numbers with sums to 10.
   e. Knows how to add two digit numbers without carrying.
   f. Recognizes, uses, and understands the terms add, and take away, and signs, + and -.
   g. Begins to understand that zero means none.
   h. Understands how to divide an object into halves.
4. Begins to recognize and understand money - its terms and value.
   a. Knows that money is used to buy things.
   b. Recognizes names and values of penny, nickel, dime, and quarter.
   c. Understands relationship of nickel and dime to its equivalent. Example: 10 pennies or 2 nickels equal one dime.
   d. Uses money to make simple purchases of such things as milk, lunch, bus fare, school auditorium programs, etc.
5. Develops an awareness of measurement concepts and devices.
   a. Relates concept of time to clock: (1) Recognizes basic parts of a clock. (2) Understands words, such as clock, hands, o'clock hours. (3) Begins to associate time and clock with daily activities. (4) Tells time by the hour.
   b. Begins to relate measurement of heat and cold to the thermometer.
   c. Begins to see that the calendar is related to measurement of time. (1) Tells and reads number and names of days of the week and month. (2) Tells and locates birthdate and special days on the calendar.

(continued)

Detailed Outcomes for Group I - 6 through 9 Years (cont'd)

ARITHMETIC (continued)

   d. Knows that a ruler and yardstick are used for measuring.
   e. Knows that scales are used to weigh things.

6. Recognizes common geometric shapes and terms, such as triangle, circle, square, and star.
7. Develops a meaningful arithmetic vocabulary related to:
   a. Size and weight concepts, such as short, shorter, shortest; large, small; big, little; long, short; heavy, light.
   b. Location and direction concepts, such as top, bottom; up, down; in, out; on, off; far, near.
   c. Time and speed concepts, such as early, late; fast, slow; night, day; morning, afternoon, noon.
   d. Quantity concepts such as many, few; empty, full; cupful, glassful; half, whole.
   e. Computation concepts and processes, such as add, take away, and answer.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years

ARITHMETIC -- DEVELOPING NUMBER AWARENESS

Have the pupil tell his name and age when answering roll call. This activity can be expanded to include such things as addresses, telephone numbers, and birthdates. This activity helps develop an awareness that numbers have meanings and are used in many ways.

Talk about the day of the week -- it has a name and a number. Make a large calendar for the bulletin board. Write the number on the calendar each day.

Use a large toy clock for demonstrating that numbers are used for telling time. Place hands on various combinations of numbers and indicate that when the hands reach these places, certain activities will take place. For example, when the big hand is on twelve and the little hand is on nine, this is the time that school starts.

Make use of the many incidental situations which arise during any school day that can be used to help pupils develop an awareness of numbers. Use page numbers; count quantities of books, crayons, supplies, children present or absent; and keep scores in games.

Use a group of blocks for building towers of various sizes, making groupings for comparisons, and filling containers. Guide the children into observing situations involving big, little, enough, too many, and not enough.

Direct the child to place beads or buttons into egg cartons or similar divided container. Instructions may be to place one object in each section, finish filling a partially filled container, or to remove objects from the container. Groups of objects can be varied to stress the concept of just enough, not enough, or too many.

Prepare duplicated pictures showing dogs, doghouses, and bones. Draw connecting lines from the bone to the dog to the doghouse to see the relationship.

Arrange a series of objects such as plates on a flannel board. Have the children add corresponding objects such as a glass, spoon, knife and fork.

ARITHMETIC - Outcome #1

Make use of activities for teaching counting, such as:

Use finger plays, nursery rhymes, and games such as "Ten Little Indians" or "One, Two, Buckle My Shoe" to develop ability to rote count.

Use concrete objects such as blocks, books, crayons, pencils, sticks, toothpicks, beans, and children to develop the ability to count

LEARNING TO COMMUNICATE IDEAS

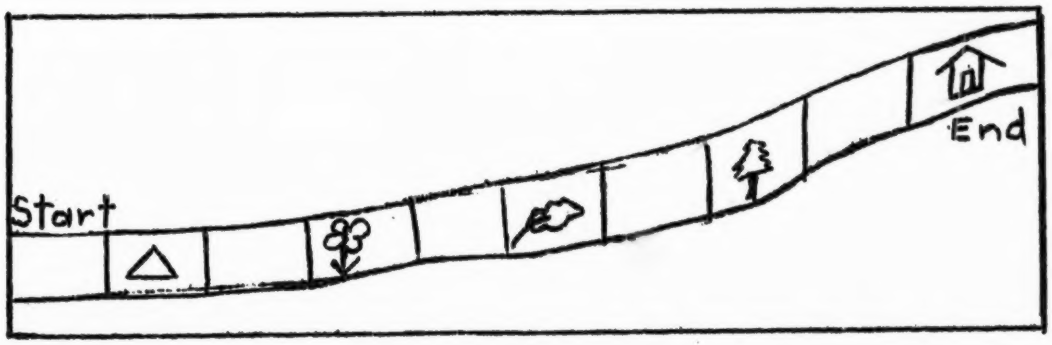
Suggested Activities for Group I - 6 through 9 Years (cont'd)

ARITHMETIC (continued)

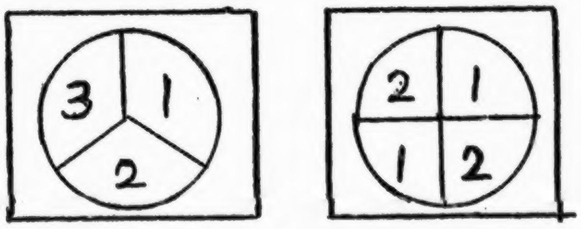
rationally.

Play games to give opportunities for rote or rational counting. Some games are "Bounce a Ball" -- count the number of times it bounces; "Bean Bag Toss" -- count how many bags went through the holes; "Drop Clothespins in a Bottle" -- count how many clothespins went into the bottle; "Road Game" -- played by one to four children. A spinner is used to indicate how many spaces the marker is moved for each turn.

Illustration of "Road Game"



Types of Spinners



These can be made from cardboard by inserting a straight pin from the bottom and putting a paper clip on it for a spinner.

Use similar commercial games for learning rote counting.

PLACE NUMBERS IN SEQUENCE

1	2	3	4	5	6	7	8	9

FILL IN MISSING NUMBERS

1		3	4			7	8	

For a variation of this activity, make a large set and a small set of corresponding number cards. Have pupils match cards by placing corresponding small cards on large cards.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years (cont'd)

ARITHMETIC (continued)

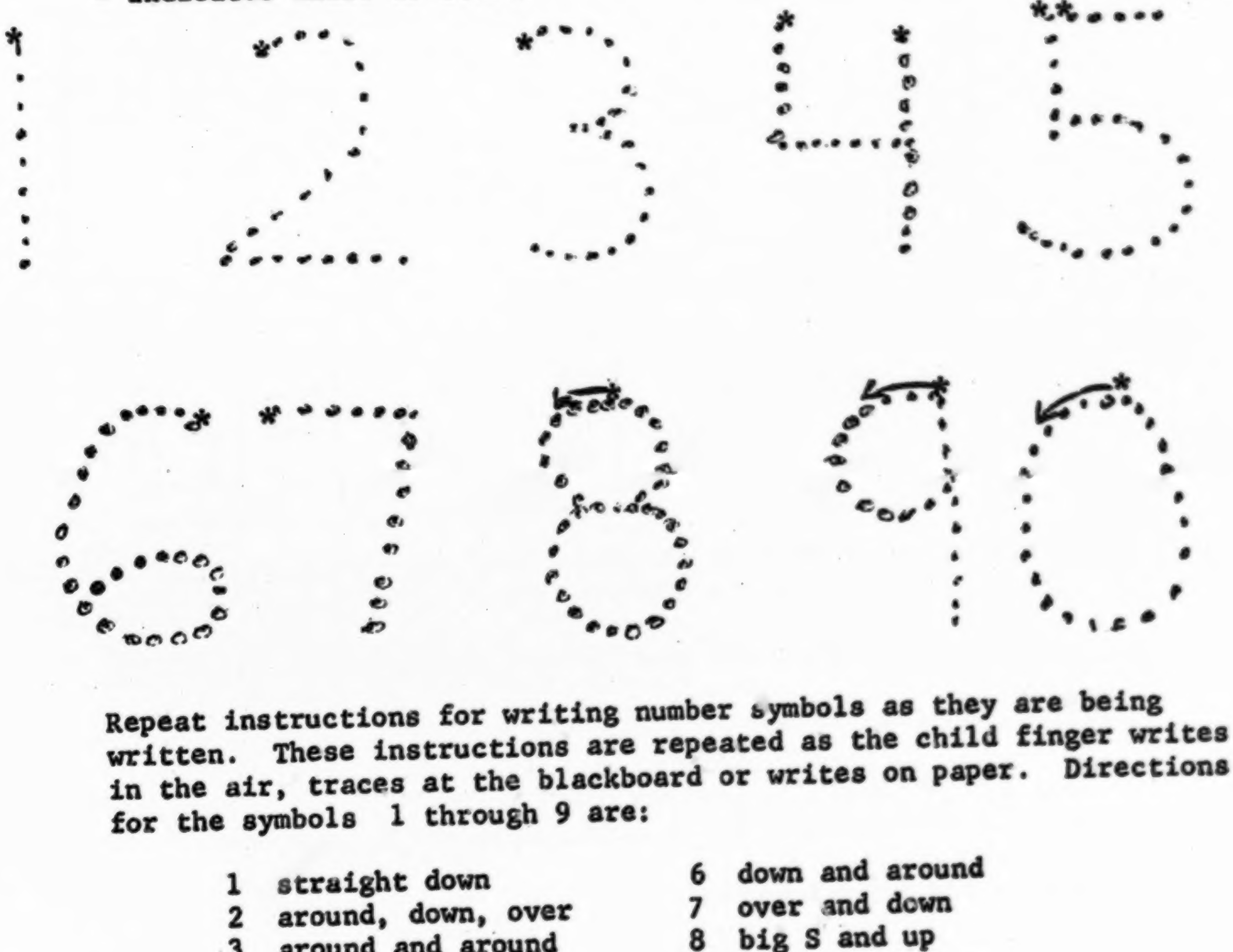
Teach the writing and reading of numbers by using activities such as:

Trace the numbers on a large calendar or teacher duplicated papers.

Write and trace numbers on the blackboard.

Trace around large plastic numbers. These are obtainable in sets. The type used for house numbers can be used.

Use dotted guide lines to help pupils learn how to form numbers correctly.
* Indicates where to start.



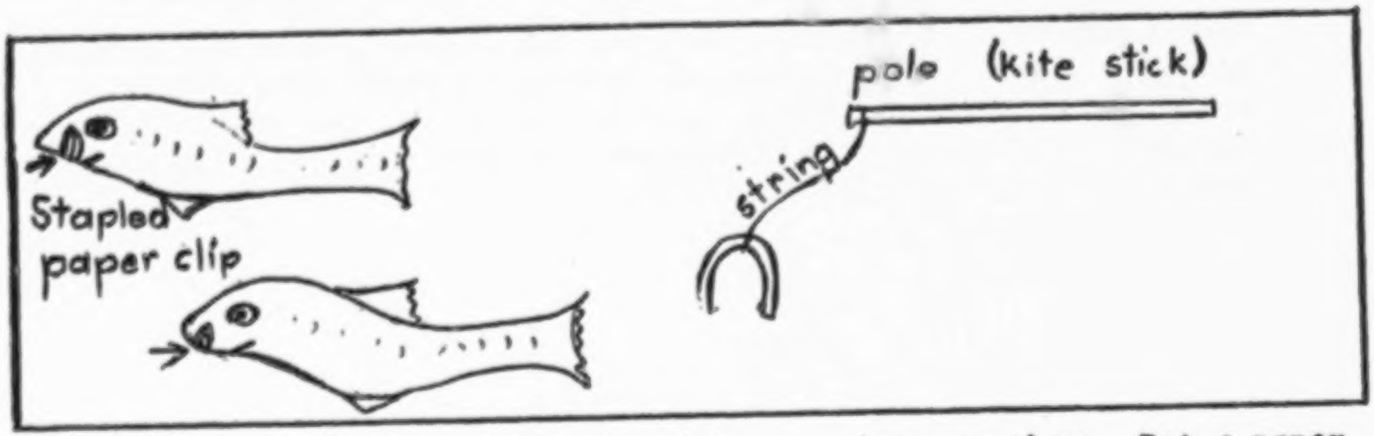
Repeat instructions for writing number symbols as they are being written. These instructions are repeated as the child finger writes in the air, traces at the blackboard or writes on paper. Directions for the symbols 1 through 9 are:

1 straight down
2 around, down, over
3 around and around
4 down, over, down
5 down, way around, over
6 down and around
7 over and down
8 big S and up
9 around and down

Suggested Activities for Group I - 6 through 9 Years (cont'd)

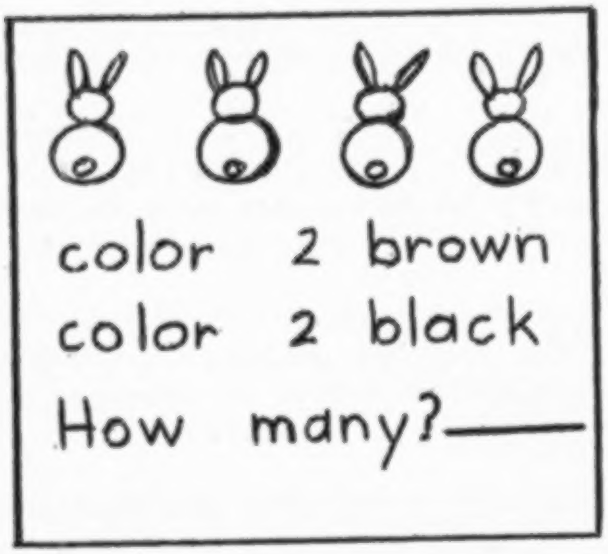
ARITHMETIC (continued)

Play fishing game with small number group or provide game for a full time activity. See illustration.

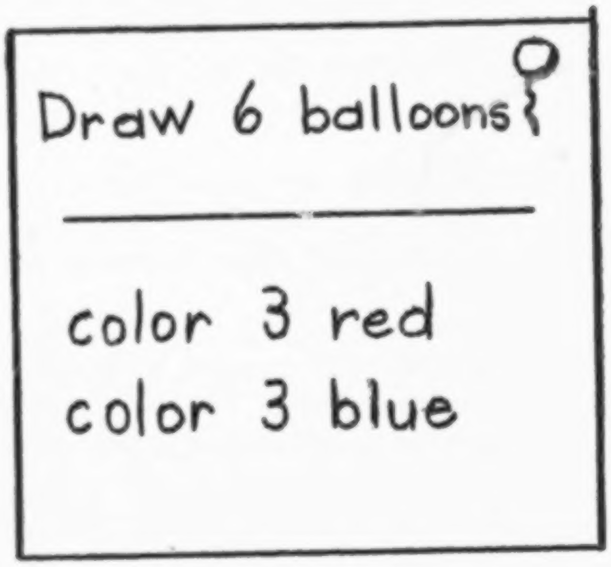


Fish are made from tagboard and have numbers on them. Put a paper clip and staple on each fish. Player fishes with a magnet. If the player can read the number on the fish, he can keep it. If he cannot read the number, the fish goes back into the pond. The player having the most fish is the winner.

Give extended number experiences in relating semiconcrete objects to number symbols. Develop seatwork similar to that shown in the following illustrations.



color 2 brown
color 2 black
How many? ____



Draw 6 balloons.
____
color 3 red
color 3 blue

Develop a familiarity with ordinals by use in discussions and daily activities, such as the first day of the week; last day of the week; first, second, and third rows to line up; position in line; winners in games.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

ARITHMETIC (continued)

Outcome #2

Make a packet of duplicated material for each child with his name, address, and telephone number at the top of each sheet. Each youngster should be given an opportunity during the course of each day to practice copying and writing his name, address, and telephone number on the paper. See illustration.

John Jones
123 N. Lincoln
231-6331

____
____
____

Have pupils get the correct number of chairs set up for the group, the correct number of reading books, distribute the correct number of seatwork materials, etc. These and similar unplanned situations occurring during the school day will offer many opportunities to use and understand numbers.

Counting children for sides or teams in games, numbering pages in booklets, and writing calendar dates on papers are some activities which will help develop an understanding of the use of numbers.

Have the children look for numbers which they see on the way to school and report them to the class. Street numbers, bus numbers, room numbers, license numbers, numbers on public telephones, and numbers in advertising signs are some of the sources.

Talk about and learn the numbers on the buses that the pupils ride to school. Each child should recognize, know, and be able to say the number of his bus.

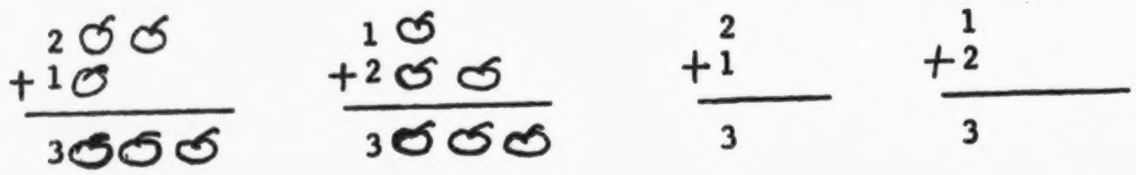
Outcome #3

Introduce addition and subtraction facts in a systematic manner through such activities as:

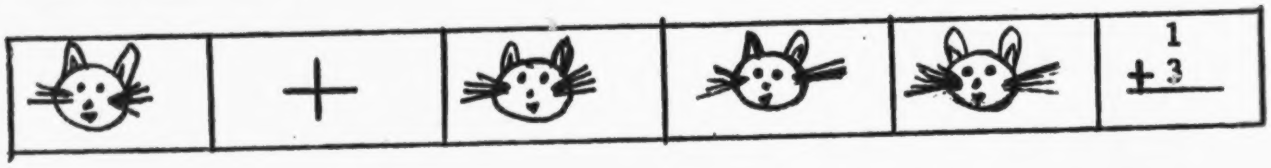
a. Use objects, pictures, and semiconcrete symbols to present addition facts. See illustration on next page.

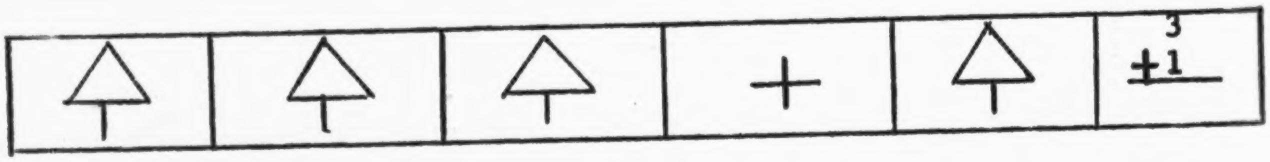
Suggested Activities for Group I - 6 through 9 Years (cont'd)

ARITHMETIC (continued)

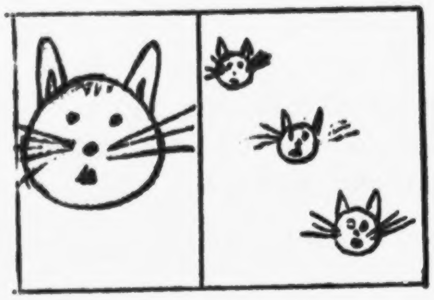


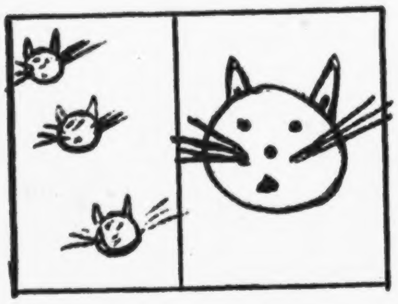
b. Use family charts:

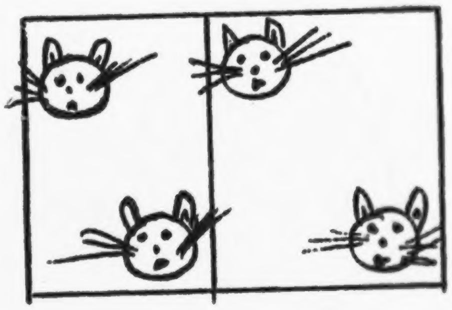




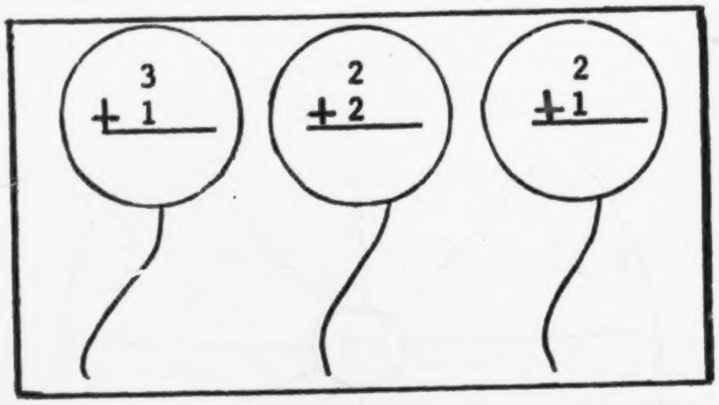
c. Use picture dominoes:







Play games which provide opportunities for repetitive practice such as "break balloons." See illustration below.

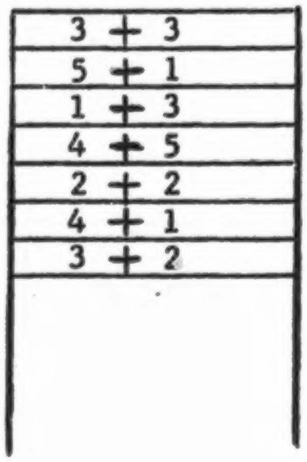


Draw a number of balloons on the blackboard. Put a combination in each. The child receives a point for each correct answer. The one with the most points is the winner.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

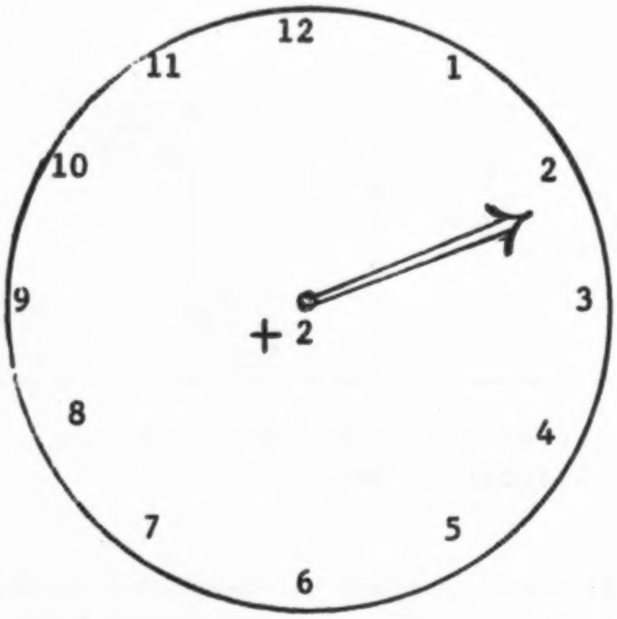
ARITHMETIC (continued)

Play "climb the ladder."



Draw a ladder on the blackboard. Object is to get to the top without errors. Combinations are on each rung. This may be used as individual seatwork or as a game at the blackboard. This ladder may also be used for subtraction.

Make an addition clock and use for group and individual activities.



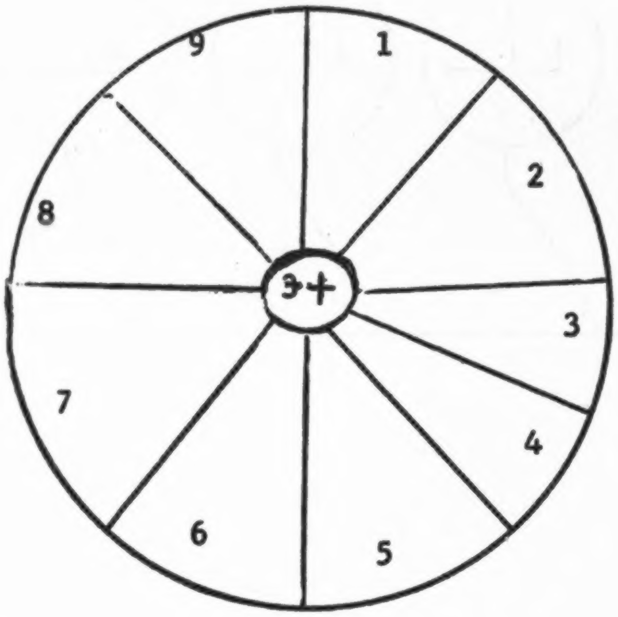
Spin the hand and add the number it points to, to the number in the middle.

Use also for subtraction.

Play "bean bag throw" game.

Place a large cardboard circle on the floor. Throw a beanbag and add the number of the section it falls on to the number in the small circle. The center may be changed to any number.

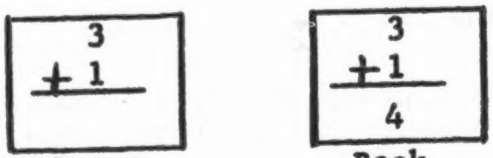
Use also for subtraction.



Suggested Activities for Group I - 6 through 9 Years (cont'd)

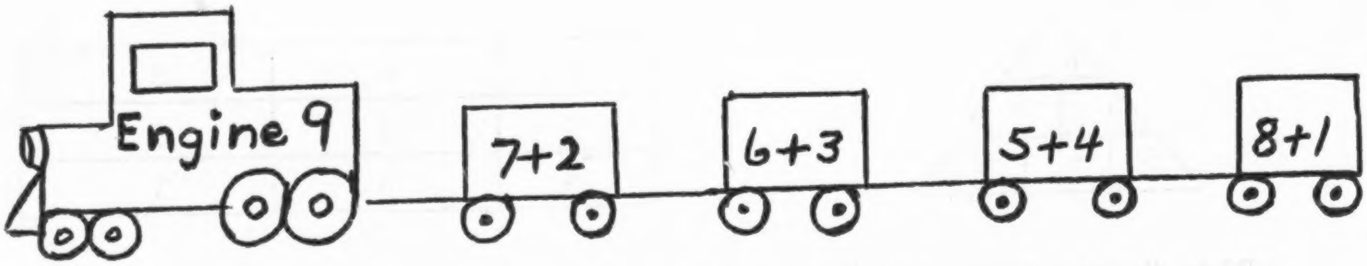
ARITHMETIC (continued)

Use flash cards for practicing abstract facts.



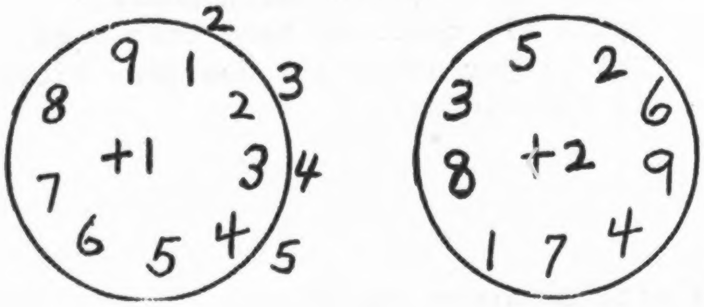
Front Back

Play a train game.



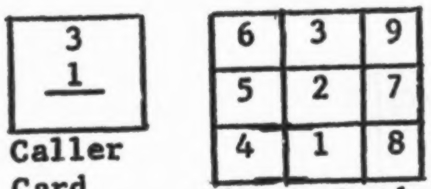
Give the engine a number. All the combinations which make that number are attached as cars to that engine. Have the children supply the cars by indicating the different combinations which make the engine number.

Make "number wheels" to use in individual and group games.



Number wheels or Bingo game may be used as a seatwork or blackboard activity.

Play "Bingo game" as a group activity.



6	3	9
5	2	7
4	1	8

Caller Card

Player Cards

One child holds the small cards and shows or calls one card at a time. Player covers the numbers on his card which tells the answer to the combination as they are called. The first player to have a diagonal, vertical, or horizontal row covered is the winner.

Play "Rummy" card game as a group number activity. The Rummy game consists of sets of cards with four duplications of each number. The object is to secure a set of four. Deal five cards to each

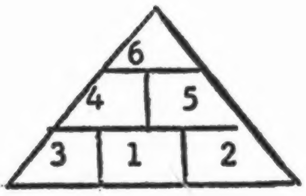
LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years (cont'd)

ARITHMETIC (continued)

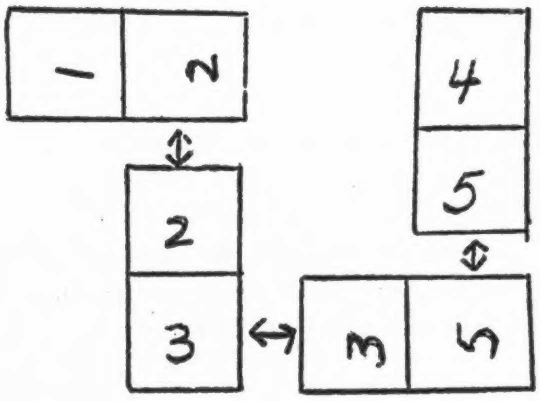
child; the extra cards are placed on a pile. In turn, a child draws and discards until one has a set of cards.

Play "number board game" as a group activity. Throw an eraser or beanbag at a number board placed on the floor. The pupil hitting the highest numbers is the winner. Have more advanced pupils keep score on the board and add their scores to determine the winner. Number boards can be ordered on a requisition or teacher may draw a number board on the floor with chalk or on a piece of cardboard.



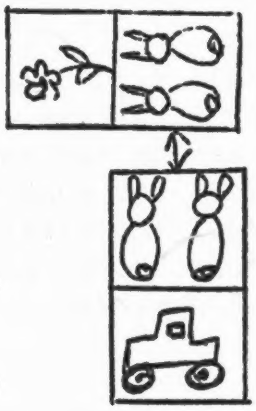
1	4	6
7	2	8
5	9	3

Play "number Dominoes" games as a small group number activity.

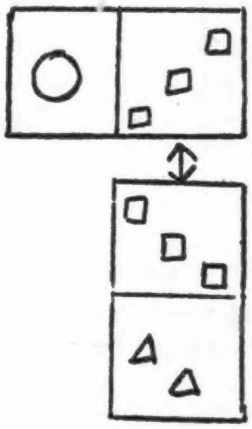


The number dominoes may be made from tagboard or Bristol board. Each player has a certain number of dominoes. The object of the game is to continue to match numbers until all dominoes have been used. The player using all dominoes first is the winner.

Play "picture Dominoes" games with immature pupils.



Play dominoes games using dominoes with pictures of semiconcrete forms.

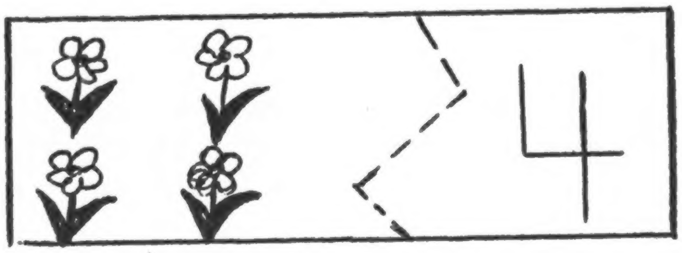


LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group I - 6 through 9 Years (cont'd)

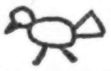
ARITHMETIC (continued)

Play "puzzle card" game. Make illustrated cards of cardboard or ropeboard. Put groups of objects on cards and corresponding numbers. Cut card between objects and corresponding number. They now become a puzzle. The child must fit the pieces together correctly. This game makes desirable seatwork. See illustration.



Make seatwork which will help pupils to learn beginning subtraction facts. Similar materials can be developed to introduce addition facts.

Draw 4 birds

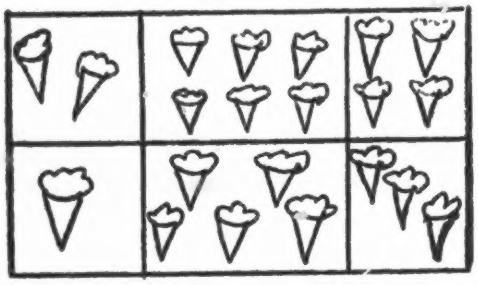


Take 2 birds away
How many are left? ______

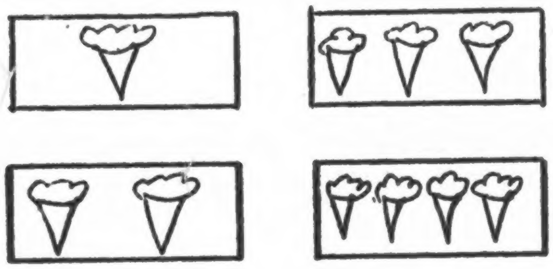
Have pupils recognize groupings to ten by using objects, progressing to pictures and other semiconcrete objects, then abstract symbols. Make cards illustrating the numbers one to ten. Gummed stickers or pictures cut from magazines may be used to make highly illustrated cards. Use flannelboard to illustrate groupings of objects. Regrouping of objects for beginning adding and subtracting can also be done by regrouping objects on the flannel board.

Play "picture Lotto" to develop pupil's ability to see groupings. The object of the game is to cover all of the large cards with matching small cards. The first player to have his card covered is the winner. Each player has a large card. One child has the small cards. He holds up a small card for the players to recognize and take. He continues this until one player is the winner.

Player Card



Caller Cards



Suggested Activities for Group I - 6 through 9 Years (cont'd)

ARITHMETIC (continued)

Teach children to use the concept of one half in meaningful situations, such as:

Have children fold construction paper in halves. Point out that when a piece of paper is folded in half, both pieces are the same size. (Two halves make a whole.)

Outcome #4

Use opaque projector to help pupils identify coins. Tape coins onto a cardboard and show on projector. Discuss how the coins look, their sizes and colors, which is worth more, and their names and values.

Discuss what you can buy with various coins. Follow this discussion with a game. Place several items on a table and have the children tell which coin they would use to purchase the items.

Have the children count the coins they use to purchase milk, lunch, auditorium tickets, etc.

Make purchases at a neighborhood store for parties, pet food, class treats, and picnics.

Outcome #5

Make bulletin board display of toy clocks which indicate the time that school starts, recess, lunch, going home, and special events. Make a booklet of clocks showing when day's activities occur -- time to get up, time to go to school, time to eat lunch, etc. Make individual clocks with paper plates. Paste calendar numbers or draw numbers in the proper places. Use brad to fasten hands in place in order to allow hands to turn.

Play a game in which each child has an individual clock face. The pupils are told to set the hands at the correct time for various activities of the day, such as the time school starts in the morning, recess time, dismissal time, etc. First child to hold up his clock set correctly stands up in the front of the class; then he is permitted to choose the activity for which he wants the clocks to be set.

Make a calendar at the beginning of each month. Color pictures or draw one about special days. Count days in the month on the calendar.

Take a look at the calendar. Call attention to what day it is. Call attention to what month it is. Note special days in the month -

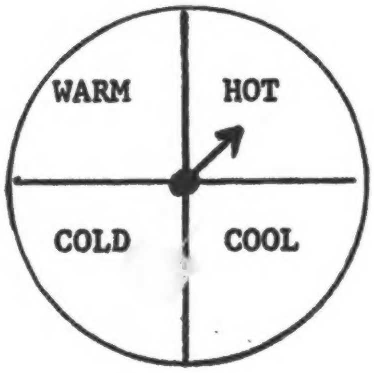
LEARNING TO COMMUNICATE IDEAS

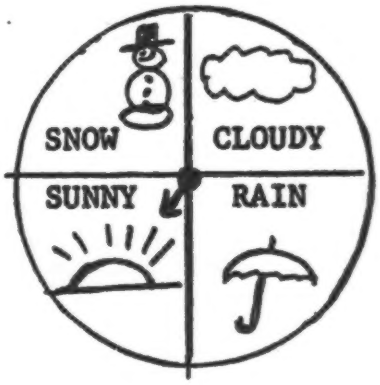
Suggested Activities for Group I - 6 through 9 Years (cont'd)

ARITHMETIC (continued)

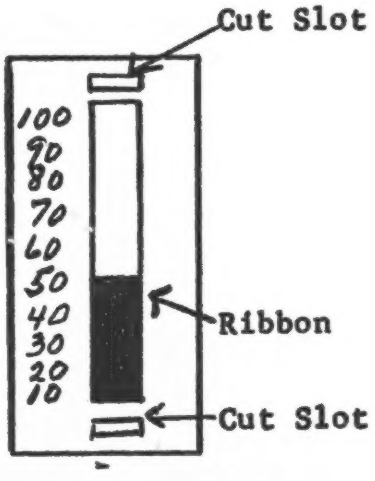
holidays, birthdays, and special events.

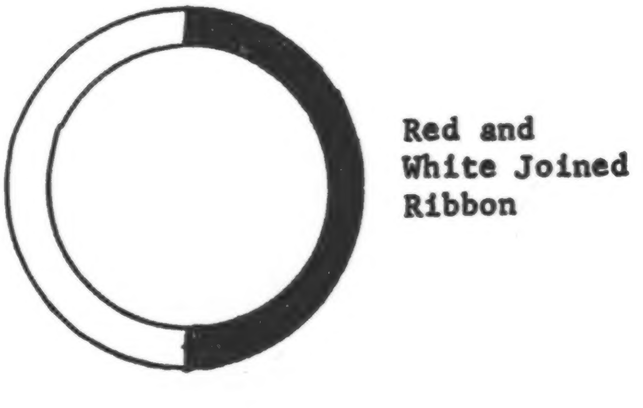
Use terms such as cold, cool, warm, and hot to describe temperature. Write daily temperature on the blackboard. Make a weather clock and set each day to illustrate daily weather.





Make a thermometer from tagboard with adjustable ribbon to record the daily temperature readings.





Develop elementary measuring concepts by providing opportunities for children to use rough measuring devices, such as measuring materials by holding them against objects to be measured, measuring paper to cover boxes and containers, measuring paper handles for Easter baskets, and cutting strips of paper for art projects.

Practice making lines of varying lengths on the blackboard. Compare sizes of children -- their feet, their hands, and their height.

Use liquid measure concepts, such as cupful, half cupful, and half pint in classroom activities. The pupil will develop only a generalized understanding of the quantity involved. The activities will consist of such things as watering the plants with a cupful of water; using a half cup of water to mix tempera paints; distributing a half pint of milk, and using cupfuls of water or milk to make jello, cocoa, or pudding.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

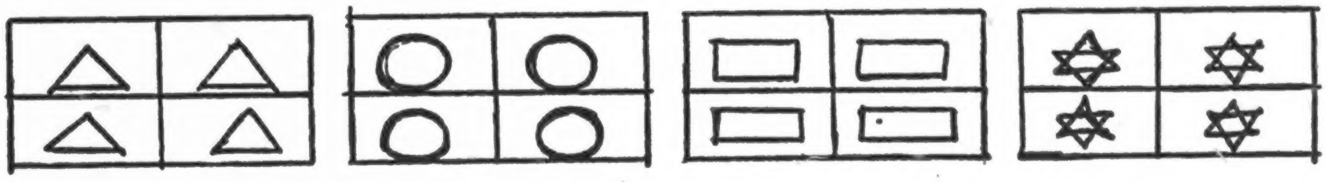
ARITHMETIC (continued)

Use blocks for building trains or towers. Direct the children to add one more or to take one away. Similar practice may be gained from working with objects at the flannelboard and with real objects.

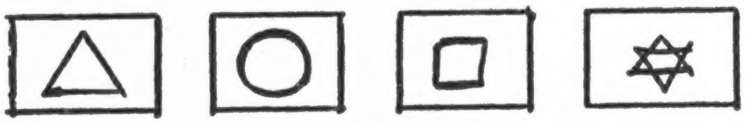
Outcome #6

Teach children to recognize geometric shapes by participating in activities, such as playing matching game with Lotto picture cards.

Large Cards



Small Cards



Make four of each, the same size as one section of the large cards.

The object of the game is to match the small cards to the corresponding block on the large card. Each player is provided with a large card. Another child, the "caller" has small cards. The "caller" holds up one of the small cards for the player to recognize and take for his card. The first player to have his card covered is the winner and becomes the "caller" for the next game.

Have the children cut paper for construction projects into the above geometric shapes. Teach children how to fold paper so as to have a triangle, square, and star. Have the children color and cut duplicated geometric shapes to be used later as game material. Make use of a co-ordination board puzzle (purchased commercially). Find objects in the room that denote the geometric shapes.

Make a bulletin board display of geometrical figures cut and labeled such as:

This is a square.

This is a circle.

This is a triangle.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

ARITHMETIC (continued)

Outcome # 7

Teach the children to use and understand a vocabulary of mathematical concepts through firsthand experiences, such as:

Use pictures, objects, and actions to make words meaningful. For example, compare two children in the class:

One is smaller - one is larger.

One is shorter - one is taller.

One is faster - one is slower.

Develop concepts for in, on, under, over, above, beneath. Example: Tell a child to place objects under a chair, in a box, and on a table.

Use a frame of three shelves and tell the child to place objects on shelves as directed -- first, second, third.

Draw a tree, a table, etc. on the blackboard. Direct the child to place objects in various places. Put one apple on the shortest branch. Put two apples under the tree. Put one apple on the top branch.

Use appropriate arithmetic terms in discussions, games, and projects to aid the child in gaining meaningful concepts.

Extend pupil's arithmetic vocabulary through discussions, such as:

Where do certain children live?

Which is near?

Which is far?

What time of day is it now (morning, noon, afternoon, evening)?

What did you do yesterday?

What are you doing today?

Which member of the class is tallest?

Which member of the class is shortest?

Look at pictures of ________________. Which item is big? Which item is little?

Look at objects in the room. Which stands high? Which stands low?

Suggested Activities for Group I - 6 through 9 Years (cont'd)

ARITHMETIC (continued)

Make scrapbooks containing items cut from magazines depicting comparative mathematical terms, such as two pieces of candy (one larger - one smaller), two children (one tall - one short), two pencils (one long - one short), etc.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group II - 10 through 12 Years

ARITHMETIC

1. Counts, reads, and writes numbers at approximately third grade achievement level.
   a. Locates and positions numbers 1 to 100 by using knowledge of rote counting.
   b. Knows number names, symbols, and place values to 100.
   c. Counts rationally to 50.
   d. Reads and understands number words to twenty.
   e. Knows ordinals fourth to thirtieth.
   f. Writes and counts by 2's, 5's, and 10's to 100.

2. Continues to use number concepts to meet daily situations.
   a. Knows and writes addresses, birthdate, and phone number.
   b. Tells time by half hour and quarter hour.
   c. Counts money to make small purchases from store and cafeteria.
   d. Uses numbers to keep score in games.
   e. Begins to use simple linear, liquid, and weight measurements.
3. Continues to develop an understanding of number facts and processes.
   a. Understands the meaning of addition and subtraction processes and their relationship to the 10's system.
   b. Knows addition facts to 20.
   c. Knows subtraction facts to 20.
   d. Performs column addition of three numbers (sums to 20 or more).
   e. Adds two two-place addends with carrying. $\begin{array}{r}26\\ \underline{+55}\end{array}$
   f. Subtracts two-place numbers with borrowing $\begin{array}{r}61\\ \underline{-25}\end{array}$
   g. Understands the meaning of the multiplication process.
   h. Knows multiplication facts 1's, 2's, and 3's.
   i. Multiplies two-place numbers by one-place numbers through three without carrying. $\begin{array}{r}12\\ \underline{x3}\end{array}$
   j. Understands the meaning of the division process.
   k. Knows division facts 1's, 2's, and 3's.
   l. Divides two-place numbers by one-place numbers through three without remainders. $3\overline{)12}$ $2\overline{)24}$
   m. Begins to understand and use zero as a place holder in addition and subtraction.
   n. Recognizes, uses, and understands terms and signs, such as plus, subtract, times, divide, equals, +, −, x, ÷, and =.
   o. Uses correct process to solve simple one step word and thought problems involving addition and subtraction.
   p. Divides a single object into halves, thirds, and fourths.
4. Continues to develop an understanding of money terminology and values.
   a. Begins to see relationship of money value and what it will buy.
   b. Knows names and value of quarter, half-dollar and dollar.
   c. Makes change for a quarter.
   d. Counts money to a dollar.
   e. Identifies and understands the meaning of the ¢ and $ sign.

(continued)

Detailed Outcomes for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued)

  - f. Plans, saves for, and makes small purchases.
  - g. Knows meaning of decimal point and number placement in money.
5. Begins to understand and use measurement concepts and devices.
  - a. Begins to have an understanding of time concepts. (1) Relates daily activities to time on the clock. (2) Tells time by half hour and quarter hour. (3) Knows meaning of A.M. and P.M.
  - b. Begins to attach meaning to thermometer reading and relates this to temperature change.
  - c. Relates the calendar to time. (1) Begins to use calendar to find dates. (2) Begins to associate months with corresponding seasons. (3) Knows the names of the days and months.
  - d. Begins to use ruler and yardstick to measure by inches.
  - e. Knows and uses simple liquid measurement, such as cup, half cup, teaspoon, tablespoon, and quart.
  - f. Begins to use measurement concepts of quantity and weight. (1) Knows that things are weighed in pounds. (2) Knows the meaning of a dozen.
6. Knows names and can reproduce common geometric shapes, such as triangle, circle, square, star, rectangle, and cone.
7. Continues to develop a meaningful arithmetic vocabulary related to:
  - a. Size and weight concepts, such as thick, thin; narrow, wide; heavy, light (er-est); height and weight.
  - b. Location and direction concepts, such as beginning, end, next, middle; high, low (er-est); near, far, close; left, right; under, over, beneath, above, below; before, after, between.
  - c. Time and speed concepts, such as day, week, month; this week, last week, next week.
  - d. Quantity concepts, such as all, some; each, pair, couple; more, less, most, least; many, few.
  - e. Miscellaneous arithmetic vocabulary concepts, such as all, and altogether; same as, cost, charge, and pay.
  - f. Computational concepts such, as plus, adding to, sum; minus, subtract, difference; sign; column; times; divide; equals.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC

Outcome #1

Make and use a number chart for counting to 100. Place emphasis on the decades - 10, 20, and 30.

0	10	20	30	40	50	60	70	80	90	100
1	11	21	31	41	51	61	71	81	91	
2	12	22	32	42	52	62	72	82	92	
3	13	23	33	43	53	63	73	83	93	
4	14	24	34	44	54	64	74	84	94	
5	15	25	35	45	55	65	75	85	95	
6	16	26	36	46	56	66	76	86	96	
7	17	27	37	47	57	67	77	87	97	
8	18	28	38	48	58	68	78	88	98	
9	19	29	39	49	59	69	79	89	99	

Play games requiring number recognition, such as "Bingo," "Hopscotch," and "Bean Bag Board."

Develop a concept of ordinal numbers to tens by noting by ordinals children in a line, pages in a book, chairs in a row, days in the month, months in the year, and grades in the school.

Develop the ability to count by 2's, 5's, and 10's by placing groups of concrete objects in groups of 2's, 5's or 10's before the pupils. Books, checkers, pennies, and pegs are objects which may be used. Much practice with concrete objects will need to precede writing or verbal rational counting.

Make a chart for display in the room which lists the number symbols for counting by 2's, 5's, and 10's to 100. Individual charts should be made for each series in order that the pupil not become confused.

Make a duplicated work sheet which provides practice in counting. The sheet may direct the pupil to count and record such things as the number of green books in the room, the number of chairs in the auditorium, the number of tables in the cafeteria, and the number

Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued)

of pieces of chalk in the chalk box.

Make a work sheet to give practice in locating and positioning numbers from 1 to 100. See illustration.

Write the numbers that come before and after

____ 67 ____
____ 45 ____
____ 34 ____
____ 53 ____
____ 23 ____
____ 98 ____
____ 16 ____
____ 73 ____

Provide materials which have lines of numbers with some of the number symbols missing. Have the children fill in the blank spaces with the missing number symbols. See illustration.

Fill in the missing number.
11 12 13 __ 15 16__
26 __ 28 __ 29__31__
40 41 __ 43__45__

Have the pupils make a number chart which has number symbols and corresponding number words. See illustration.

1	one	4	four
2	two	5	five
3	three		

Make a set of flash cards with number words on one side of the cards and number symbols on the reverse sides. Cards can be used for small activity or for individual games. Children may be motivated by allowing them to win cards which they read correctly. The child with the most cards wins the game.

Outcome #2

See Outcome #4 for developing suggested activities for counting money to make small purchases from store and cafeteria.

See Outcome #5 for developing suggested activities for telling time by the half hour and quarter hour, and counting money to make small

Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued)

purchases from store and cafeteria.

Have the pupils use numbers in game situations, such as the number needed for each team, keeping score, counting while jumping rope, counting while doing exercises, counting while playing jacks, and finding homerooms by number.

Make a packet of duplicated material for each child, with his name, complete address, telephone number, birthdate and age, and the names of mother and father. Each youngster should be given the opportunity to practice copying this information several times weekly until he can do it independently. See illustration.

Practice Sheet

Name	John Jones	____________
Address	123 N.Lincoln Ave.	____________
	Cincinnati 7, Ohio	____________
Telephone	231-6331	____________
Birthdate	May 18, 1949	____________
Age	12	____________
Mother's Name	Marjorie Jones	____________
Father's Name	William Jones	____________

Outcome #3

Make use of the abacus, room equipment, and children for arranging objects in groups for adding and subtracting.

Do number stories by using toothpicks for developing an understanding of addition and subtraction facts.

2 plus 3 equal 5	5 minus 2 equal 3
3 plus 2 equal 5	5 minus 3 equal 2

Play games that require score keeping, such as throwing bean bags into a box and relay racing.

Make a scrapbook "Number Facts I Should Know." Each page of the book should contain the number facts which make a specific number. These number facts should be accompanied by illustrations drawn by the child. See illustration.

-5-

3 + 2	= 5	***	**	-	*****
2 + 3	= 5	**	***	-	*****
0 + 5	= 5		*****	-	*****
5 + 0	= 5	*****		-	*****

Teach carrying process by using concrete materials which can be manipulated easily. Pupils should be taught in terms of the 10's system. For example, 13 is a group of 10 plus three 1's. Place value of numbers should be taught simultaneously. Place value can be made more meaningful to the child if a chart is prepared

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued)

and displayed for ready pupil reference. See illustration.

Tens Chart

hundreds	tens	ones

Have children give answers to their problems in terms of place value. For example: 10 added to 13 is 23, which is 2-10's and 3-1's.

Borrowing in subtraction should be taught by using concrete or semi-concrete materials which the pupils can see and manipulate. Pupils should be taught that borrowing is done in terms of tens. For example, in the problem $\begin{array}{r} 21 \\ -3 \\ \hline \end{array}$ the teacher should help the pupil see that there are not enough 1's in the "1" column to take 3 away. Therefore, a 10 must be borrowed from the 10's column and put into the 1's column. She should help the pupil see that there is now one 10 and one 1 which makes 11. 11 take away 3 leaves 8. The teacher should then explain that since we have borrowed one 10, there is only one 10 left in the 10's column. We are not taking anything away from the 10's column; so the one 10 is brought down to the answer. Pupils should be directed to make the changes in numbers as they complete the subtraction process. See illustration.

$$\begin{array}{r} \overset{1}{\cancel{2}}\overset{1}{1} \\ -3 \\ \hline 18 \end{array}$$

Consult teacher manuals accompanying arithmetic texts for additional ideas and activities which will help children understand the carrying and borrowing processes.

Make a money chart showing place values based upon the tens system. Keep this chart displayed so that pupils will have a ready reference. See illustration.

MONEY CHART

Dollars			**Cents**	
hundreds	tens	ones	dimes	pennies

Make a chart which shows arithmetic signs and their meanings. Chart should be displayed for reference. See illustration.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued)

+	plus	add
-	minus	take away, subtract
X	multiply	times
÷	divide	goes into
=	equals	is

The signs and their meanings should be discussed periodically. Each child should tell what the sign means and what it tells him to do.

Discuss the meaning of fractional concepts of one half, one third, and one fourth. These fractional concepts should be related to the division of a single object. Paper folding, apple cutting, dividing a candy bar, and dividing a circle are activities that will develop these concepts.

Apply these number processes to actual life situations that the pupil will face. This can best be done by having the teacher give problems orally. For example, the teacher may state: "I went to the store and purchased a loaf of bread for 25¢, a pound of butter for 76¢, and a jar of jelly for 31¢. How much money would I need to pay the grocery man?" Only one problem should be given at a time. One pupil should be selected to show on the blackboard how he arrived at the answer. Similar problems can be constructed from either real or hypothetical situations, such as purchasing clothing; buying tickets, books, supplies or food for a party; earning money; and time.

Develop an understanding of the concept of multiplication by explaining multiplication as a quick way to add. Teach the multiplication facts through 3's by showing that one number represents the number of objects in a group and the other number represents the number of groups. In the beginning stages this should be done with concrete objects, such as pennies, wooden cubes, poker chips, checkers, or pegs. Children should be given an opportunity to manipulate these objects into groups in order to attach meaning to the multiplication facts. For example, the multiplication fact, 3 x 3 = 9, could be taught by having youngsters take 9 pennies and arrange them into three groups of three. Pupils could count the pennies to develop an understanding that this is a fast way of adding.

Make individual charts to include in arithmetic notebooks, illustrating multiplication facts by using pictures cut from magazines showing groups of objects. See illustration on following page.

LEARNING TO COMMUNICATE IDEAS

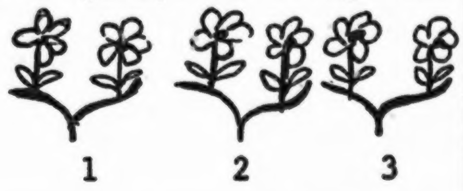
Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued)

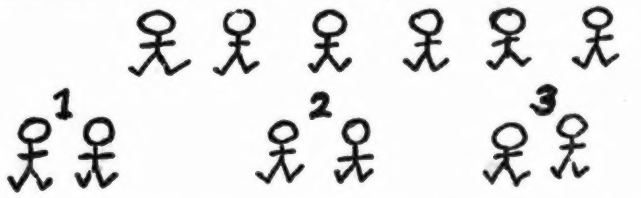
Multiplication Facts

3 x 2 means 3 groups of 2 objects

3 x 2 = 6



Use measurement idea to teach division facts. For example: How many 2¢ pencils can you buy for 8¢? The answer is found by taking 2 out of or away from 8 to find the number of groups. Children should be taught that division is a process which attempts to find the number of groups of a specific size that are contained in a number. Much practice with concrete objects should accompany the division facts. For example, the division fact, 3) 9 could be taught by having the pupil count out 9 poker chips. Have him divide the 9 chips into groups of three to find the answer to the problem. An advanced step to this activity would be to have the pupil draw pictures of the division problem that he is solving, as shown in the illustration. 2) 6



$$2\overline{)6}^{\,3}$$

Make a set of flash cards showing the multiplication facts on the face of the card without the answer. The back of the card should show pictorially that the multiplication fact of the front is a quick way to add. See illustration.

FACE OF CARD

3 x 2 =

BACK OF CARD

3 x 2 =

*** ** =*****

$$\begin{array}{r} 2 \\ \times 3 \\ \hline 6 \end{array}$$

Teach pupils that all multiplication facts may be reversed. Give them many concrete experiences so that they can see that this is true.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued) Outcome #4

Have pupils make their own individual catalogs. Colorful pictures may be cut from magazines for use in the catalog. Children should paste pictures of things they might like to buy, along with the price of the items in the catalog. Items should be inexpensively priced in amounts up to $1.00. Books, nail polish, toys, jacks, ice cream bars, candy bars, and cokes, are some of the kinds of things that might be included in the catalog. This activity will help children see the relationship between money and its purchasing power.

Give small arithmetic group exercises in counting and making change with real money. Give each child a problem which will require him to either count or make change. Hypothetical situations should set the scene for these problems. For example, the teacher says that John bought 2 pencils and a tablet. They cost 14¢. John gave the teacher the correct amount of money to pay for these purchases. What did John give the teacher? This problem can be extended by saying: "Suppose you had only a quarter. How much change should you get? Count the change to be sure that it is correct." Many varieties of this approach can be used to give children experience in counting money and making change.

Develop a work sheet that gives practice in writing cents in decimal form. See illustration.

WRITE ANOTHER WAY

10¢ ____.______
23¢ ____.______
12¢ ____.______
5¢ ____.______

Make a play postoffice. Canceled stamps taken from letters can be used to supply the postoffice. (When taking the stamp from used envelopes, cut with scissors, leaving the envelope backing on the stamp. This will make it more sturdy.) The postoffice can be used as a motivational device for many activities in the skill subject areas. In arithmetic it can give pupils the opportunity to count money, make change, and learn simple multiplication. Time concepts can also be developed. For example, what time is the mail picked up or delivered and how long does it take to get to its destination? It is suggested that real money be provided for the children to use in making purchases and counting change.

Make a "Buying Game." This game will consist of a number of cards about 5" x 7" with illustrations cut from catalogs of toys, clothing, jewelry, and other items of interest to children. These illustrations will be pasted on the fronts of the cards along with

Suggested Activities for Group II - 10 through 12 Years (cont'd)

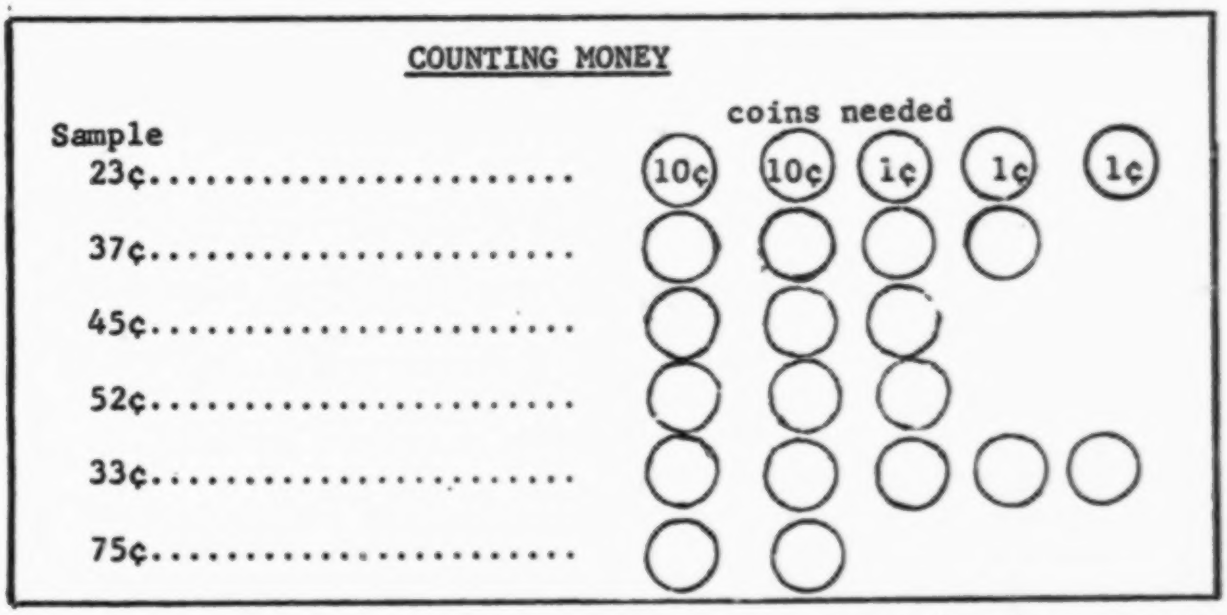
ARITHMETIC (continued)

prices of the objects. The game consists of one caller and from three to five players. The caller displays the card and the first player to add the items on the face of the card correctly and give the caller the correct amount of money may keep the card. Items on the face of the card should not total more than one dollar and answers should be provided on the back of the card so that pupils may play the game independently. It is suggested that real money be used for the game, but play money may be substituted if necessary.

Keep records, compute costs, and make purchases for keeping pets at home and in the classroom. Costs for feed, licenses, cages, and accessories are some of the items that may be discussed and used in these records. All of these should help give youngsters an understanding of money value and what it will buy.

Plan a room party, breakfast, or luncheon. Such things as the number of people for whom to provide, the amount of food, the cost of purchases, and cost per member may provide the basis for many experiences in using money.

Make duplicated work sheets which will give children practice in counting money. In one column on the sheet an amount of money will be stated. The second column will provide outlines of the fewest number of coins needed to make the specific amount stated. Pupils will be required to put the correct numbers on the coins. See illustration.



As pupils become adept at this exercise, a more difficult variation may be introduced. This will consist of leaving the second column blank and requiring the pupil to draw in the fewest number of coins that would make the correct change.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued)

Count money brought for milk, auditorium programs, school trips, supplies, and saving stamps. Such activities will help the pupil develop an understanding that numbers are needed by him in his daily living situations.

Play store to develop an understanding of the way materials are purchased. Use empty cartons, boxes, bottles, and containers to develop the measurement concepts that the child will need in making simple purchases. Make prices for items to be purchased.

Send a "thank-you" note or "get-well" card. Discuss the cost of mailing letters and postal cards.

Plan a party. Go to the supermarket to determine prices of party food. Budget for the purchase of ample food. Have a committee do the purchasing.

Outcome #5

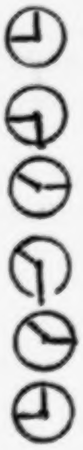
Discuss the meanings of A.M. and P.M. Have pupils talk about their various daily activities and how they relate to the time on the clock. Have them tell whether the times for the various activities are A.M. or P.M.

Prepare duplicated material for practice in telling time by half and quarter hour. Draw clock faces on sheets showing times in half and quarter hours. Have the pupil write the correct times under the clock faces.

Place schedule of daily activities on the blackboard. Draw clock faces with hands set at appropriate positions to indicate the time the activity will begin. After pupils have learned to tell the time by quarter and half hour, they may be permitted to put the hands on the clock.

TODAY'S WORK

1. Planning Time........
2. Reading & Seatwork...
3. Recess...............
4. Arithmetic...........
5. Checking Work........
6. Lunch................



Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued)

Make a work sheet for practice in learning the concepts of A.M. and P.M. On the sheet list various activities in which the children participate. Have the pupils write A.M. or P.M. in a blank space in the other column. Terms such as afternoon, morning, night, evening, and supper could also be used.

Have daily exercises in learning to use the calendar. Through this activity the pupils can determine the sequence of the days of the week, the ordinal arrangement of the days of the week and month, develop an understanding of the concept of a month, and also begin to relate activities, holidays, birthdays, and other important events to the calendar.

Have pupils make a monthly calendar. On the calendar the pupil would be responsible for correctly filling in the month, days, and dates. The calendar could be used daily to record such things as the weather, temperature, and class attendance. Holidays, birthdays, and important events to the classroom could be recorded on the calendar. This would help make the purposes of the calendar more meaningful to the pupils.

Make a work sheet for calendar use which directs the pupil to find the following kinds of information: How many days until your birthday? How long is the Christmas vacation? What is the day and month for Thanksgiving? What is the date of the first Monday in May? Variations of this activity will help the pupil learn to use the calendar effectively.

Discuss the uses of a ruler and yardstick. Make an experience chart listing different ways in which rulers and yardsticks are used, such as woodworking, making clothes, arts and crafts projects, and measuring height and width.

List on the blackboard items that children can measure for practice in using the ruler and yardstick, such as desks, books, shelves, windows, height of other pupils, and the piano.

Make a duplicated work sheet with lines in varying lengths which the child can measure and record his findings.

Place an outdoor thermometer outside of the window. Have the children record and discuss daily temperature. Compare it with the previous day's temperature. Have them discuss what the changes mean.

Have children keep charts which compare the indoor and outdoor temperatures. Have them figure the differences in the temperatures.

ARITHMETIC (continued)

Have the children make an experience chart which lists the various kinds of thermometers which they see in their daily living.

Show the pupils through demonstration what is meant by a cup, half cup, quart, teaspoon, and tablespoon. Use water and measuring devices to show relative values, such as a teaspoon is smaller than a tablespoon and a cup is smaller than a quart. Many of the activities for using measuring devices will be incidental kinds of activities, such as feeding pets, mixing paint, watering plants, making clay, and mixing juices.

Discuss what is meant by weight and some of the reasons why things are weighed. Write an experience chart about things that are commonly sold by weight, such as meat, certain vegetables and fruits, staples, candy, coal, and charcoal.

Measure height and weight of each child in the class. Have children record the weights and heights. Talk about such things as, Mary weighs more than Peter does; Betty is taller than Susie. This will give pupils some understanding of comparative values of weight and measurement.

Discuss the meaning of a dozen. Use concrete objects to show that a dozen is a group of 10 plus 2. Talk about things that are sold by the dozen. Use egg cartons to develop the concept of twelve.

Give thought problems to group concerning the concept of a dozen. For example: Bill has 10 eggs. How many more will he need to make a dozen? Mary had a dozen eggs. The carton fell off the table and three eggs broke. How many eggs does she have left? Mike collected 6 eggs yesterday and 8 eggs today. Does he have more or less than a dozen altogether?

Outcome #6

Make a chart that shows common geometric shapes. Write name of each shape.

Make a chart that shows common geometric shapes and their names. Discuss how each shape is drawn.

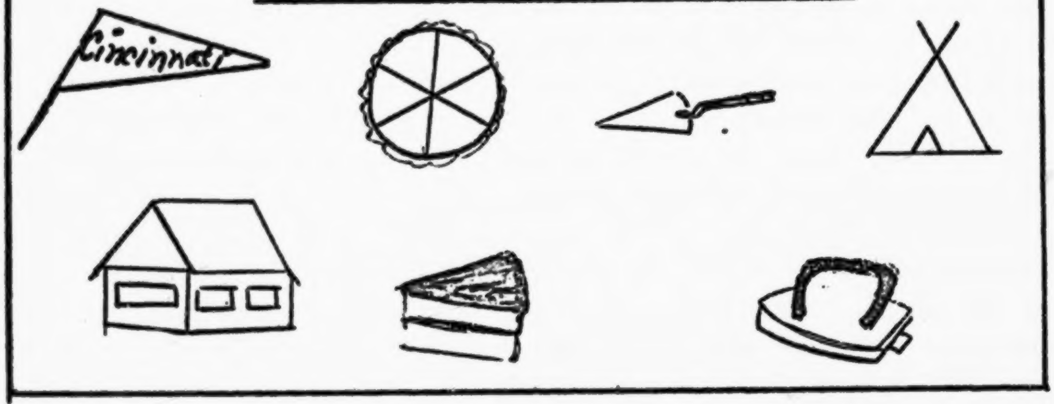
Give pupils practice in drawing geometric shapes. Give instructions on the blackboard, such as, to draw three triangles, a big triangle, a medium-sized triangle, and a small one. Draw a large square and a little square. This activity will also give pupils an opportunity to use rulers.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued)

Have pupils collect pictures of things that they see around them which use common geometric shapes. These pictures can be used for a bulletin board display. Display might be on the theme, "Things we see that use triangles." See illustration.

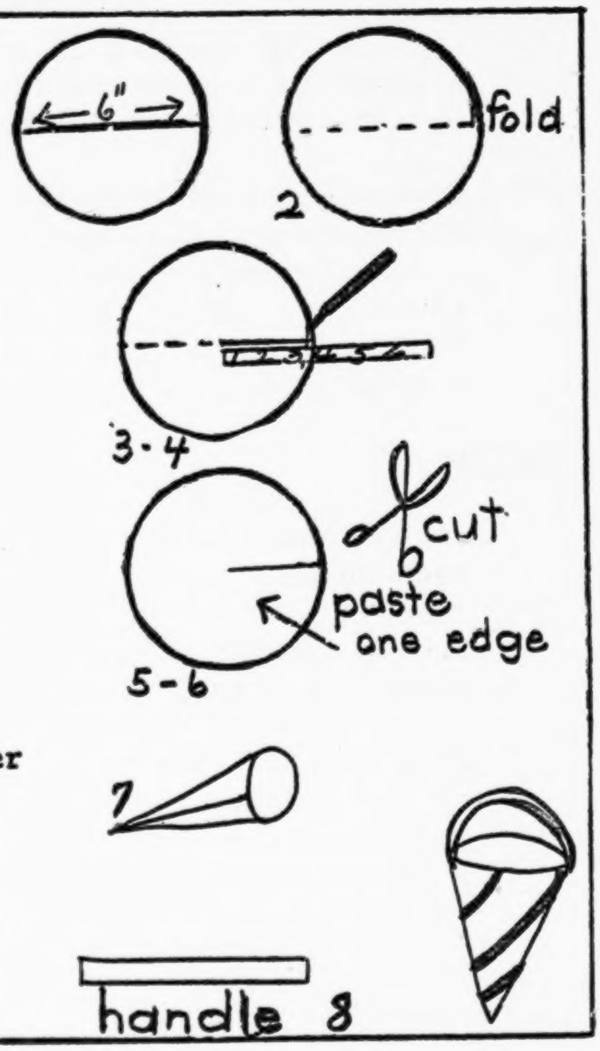
THINGS WE SEE THAT USE TRIANGLES



Have the pupils make craft projects which use geometric shapes. Such things as baskets, hats, cones, Christmas tree ornaments, room decorations, and composite pictures can be made. The following is an example of a project which utilizes a knowledge of geometric shapes and measuring:

Make a Basket

1. Cut a circle 6" in diameter from colored paper.
2. Fold circle in half.
3. Measure 3" from edge of circle on folded line to find the center.
4. Draw a line along the edge of the ruler.
5. Cut along the line that you drew.
6. Put paste on one edge of the cut.
7. Slide the pasted edge over the other edge of cut until you have a cone.
8. Cut a strip of paper for a handle. Paste or staple it on the opposite sides of the cone to make a basket. Baskets may be trimmed with strips of colored paper, seals, pictures, or crepe paper.



Suggested Activities for Group II - 10 through 12 Years (cont'd)

ARITHMETIC (continued)

Outcome #7

Measure and compare classroom furniture to develop understanding of concepts, such as tall, short, wide and narrow.

Have the children measure and compare each other. Concepts of height and weight, such as tall, short, heavy, light, big, and small can be developed in this way.

Have the children lift and handle objects of various sizes and weights to develop size and weight concepts, such as thick, thin, narrow, wide, and heavy.

Develop the location and direction concepts by discussing such things as the location of the rooms in the building. For example, Miss Stewart's room is next door to ours; Mr. Joye's office is between the two second grade rooms; the fourth grade is farthest from ours.

Use familiar neighborhood places to develop location and direction concepts. For example, the Joye's grocery store is farther from school than the dime store; Mary lives closer than John; the flag is higher than the school roof; the janitor's room is under the gymnasium.

Talk about how long it takes pupils to get to school. During the discussion bring out the relationship of time to distance. For example, John gets to school more quickly than Jim because he lives nearer.

Make a bulletin board displaying various things that travel fast; slowly; on the water; and on tracks.

Use a calendar to help pupils visualize the concept of days, weeks, and months.

Talk about the meanings of A.M. and P.M. Relate this to school and home activities. For example, we have reading at 10:00 A.M.; recess is at 11:00 A.M. and 2:00 P.M.; my favorite radio program comes on at 5:00 P.M.

Develop computational vocabulary through relating it to the computational facts and processes. Teachers should be sure that pupils understand the terms used which are related to the process they are performing. For example, plus is another word for add, and minus is another term for take away.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group III - 13 through 15 Years

ARITHMETIC

1. Counts, reads, and writes numbers at approximately fourth grade achievement level.
    a. Reads and writes number symbols to 1,000.
    b. Counts rationally to 100.
    c. Reads, understands, and writes number words to one hundred.
    d. Knows ordinals through fiftieth.
    e. Knows meaning of odd and even numbers.
    f. Reads Roman numerals through XII.
    g. Knows relative values of numbers (150 is more than 140).
2. Expands number concepts to meet daily situations.
    a. Knows how to use a dial telephone.
    b. Reads, writes, and uses telephone numbers and addresses.
    c. Makes use of room numbers, house numbers, street numbers, bus numbers, page numbers, etc.
    d. Tells time and budgets time to meet daily schedules.
    e. Makes purchases and counts money and change.
    f. Uses liquid, dry, weight, and linear measurements.
3. Knows number facts and processes.
    a. Knows, understands, and uses all addition and subtraction facts and combinations.
    b. Knows column addition of three or more place addends with carrying.
    c. Subtracts three or more place numbers with borrowing.
    d. Knows and makes practical use of multiplication facts through ten.
    e. Knows division facts through ten.
    f. Multiplies two or more place numbers by one place number with carrying. $\begin{array}{r} 33 \\ \underline{x4} \end{array}$
    g. Divides two or more place numbers by one place number with remainders. $3\overline{)34}$. Divides two place numbers by 10.
    h. Understands zero as a place holder in addition and subtraction.
    i. Uses zero in multiplication and division.
    j. Checks addition and subtraction problems.
    k. Solves word and thought problems involving addition and subtraction.
    l. Solves simple one step word and thought problems involving multiplication and division.
    m. Begins to develop ability to estimate answers.
4. Understands the use of money terminology and values.
    a. Knows relative value of money and its purchasing power.
    b. Knows names and value of five, ten, and twenty dollar bills.
    c. Makes change to a dollar.
    d. Counts and writes amounts to $100 with proper number and decimal point placement.
    e. Makes personal budget and purchases.
    f. Begins to see "time and rate" as related to earnings.

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

5. Continues to build understanding and use of measurement concepts and devices.
    a. Understands most time concepts. (1) (Tells time by the hour and minute.) (2) Knows sixty seconds equal one minute. (3) Uses a variety of time schedules, such as television, bus radio, school, etc. (4) Knows how to set an alarm clock and stove timer. (5) Relates time and travel distance. (6) Knows twenty-four hours make one day.
    b. Uses thermometers. (1) Knows significance of 0°, 32°, and 212°. (2) Begins to use a variety of thermometers - thermostat, clinical, oven, and cooking.
    c. Uses calendar. (1) Knows number of days, weeks, and months in a year. (2) Knows that months vary in number of days. (3) Relates months to various seasons of the year.
    d. Uses linear measurement concepts and devices. (1) Knows relative values of inch, foot, and yard. (2) Converts inches to feet and feet to yards. (3) Uses fractional marks of 1/4, 1/2, and 3/4 on ruler. (4) Begins to add and subtract measures of inches, feet, and yards.
    e. Uses liquid measurement concepts and devices. (1) Knows meanings of gallon and half-gallon. (2) Converts pints to quarts. (3) Knows relative values of pint, quart, and gallon. (4) Measures fractional parts of cup using a measuring cup.
    f. Uses measurement concepts involving quantity and weight. (1) Knows that an ounce is a small unit of weight. (2) Knows that sixteen ounces makes one pound. (3) Reads a spring scale. (4) Adds and subtracts measures involving ounces and pounds. (5) Knows meaning of one-half dozen. (6) Knows meaning of pint, quart, and bushel.
6. Begins to understand and use simple fractions.
    a. Knows what a fraction is.
    b. Relates 1/2 to division by 2, 1/3 to division by 3, and 1/4 to division by 4.
    c. Understands simple fractions used in measuring one-fourth, one-half, and three-fourths of an inch or cup.
    d. Understands simple fractions used in dry measure - one-fourth, one-half, and three-fourths of a pound or a dozen.
    e. Knows comparative values of like fractions.
7. Continues to expand a meaningful arithmetic vocabulary related to:
    a. Size and weight concepts, such as length, depth, width, pounds, ounces, dimensions, and area.
    b. Location, distance, and direction concepts, such as north, south, east, west, mile, and block.
    c. Time and speed concepts, such as weekly, monthly, yearly; this month, last month, next month; per week, per hour, per month, per year; daylight saving time; leap year; and miles per hour.
    d. Quantity concepts, such as several, total, amount.
    e. Computational concepts such as divisor, multiplication, remainder, estimate.

(continued)

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

8. Begins to understand and use simple maps, graphs, and charts.
    a. Makes and uses weather, grades, attendance, health charts and graphs.
    b. Begins to use prepared tables to secure information, such as tables of measure and multiplication tables.
    c. Reads and makes simple maps.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group III - 13 through 15 Years

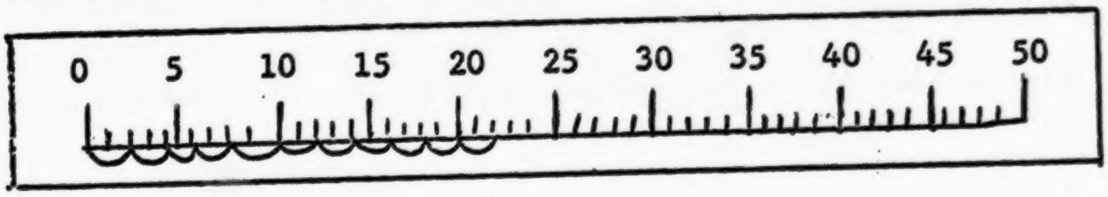
ARITHMETIC

Outcome #1

Keep an arithmetic notebook in which pertinent work sheets will be collected. This material may be used for purposes of review. Develop mimeographed sheet which lists number symbols to one hundred in one column; in the second column have the pupil write number word. This activity can be varied by mixing number symbols and number words; in the second column the corresponding number symbol or number word could be written by the pupil. This activity will develop the pupil's ability to read, understand, and write number words and symbols through one hundred.

Discuss the meaning of the term "odd and even number." Point out to the pupils that even numbers are numbers which are divisible by two. It should be explained that any number which is not divisible by two is called an odd number.

Make a number line to help pupils see visually odd and even numbers. By making a number line on the blackboard, pupils can be given an opportunity to compare the even numbers. This number line can also be used to help develop the ability to count by two's, three's, four's, five's, or ten's.



Example: Counting by two's.

Discuss with pupils the meaning of Roman numerals through XII. Point out that this is another way to write numbers through twelve.

Have the pupils look for places and things where Roman numerals are used. Have them report to the class concerning their findings. Some of the places where they might find Roman numerals are buildings, clocks, books, wristwatches, etc.

Make duplicated work sheets with blank clock faces. Have the pupils write Roman numerals on the clock faces. Have the pupils indicate a specific time on each clock.

Play a game to develop the understanding of relative values of numbers. The teacher places three numbers on the blackboard. She calls upon individual pupils to answer such questions as which number is the largest, which number is the smallest, which comes first on a number chart, which comes last, what number comes before a specific number, or what number comes after a specific number. This game can be varied by having the child tell how much more is

Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

the large number than the small number or middle number.

Make a duplicated sheet which lists in three columns the number symbol, the ordinal word, and the number symbol with the ordinal word ending. This sheet will be distributed to each pupil for inclusion in his arithmetic notebook. Pupils will be required to learn to recognize the ordinal and the symbol with the ordinal ending. It is necessary for pupils to understand all three number forms because they will encounter these in their daily living in newspapers, greeting cards, advertising, building directories, and on street signs.

Give a test after pupils have had sufficient time to learn ordinals and number symbols with ordinal endings. This test can be given orally by the teacher. The teacher can call the number symbol or the ordinal and have the pupils write the other two forms of the number.

Outcome #2

See Outcome #5 for suggested activities for developing telling time and budgeting time to meet daily schedules, and using liquid, weight, and dry and linear measurements.

See Outcome #4 for suggested activities for developing making purchases and counting money and change.

Borrow real telephones from the telephone company for use in teaching pupils how to dial a telephone. Begin by teaching the pupil to dial his own phone number, then an emergency phone number, such as father's place of business, a neighbor or a relative. For emergency calls to fire department and police station children should be taught to dial 0 and say, "Fire" or "Police."

Have each child make a card listing his own telephone number and other important numbers to carry in his wallet for ready reference.

Discuss pay telephones and how they are used. Discuss implications peculiar to use of pay telephones. Take a trip to the nearest pay telephone booth and make a phone call to the school principal.

Take a walk to see the street and house numbers in the neighborhood. After returning, draw a simple map of the area around the school showing how the streets run, their names and numbers, and house numbers.

Make a duplicated work sheet which contains outlines of blank envelopes. Have the pupils practice writing own addresses, those of friends and relatives on the envelope. After the pupil becomes

ARITHMETIC (continued)

proficient at addressing, he can address Christmas cards and invitations to parties for actual mailing.

Have each pupil make his personal booklet of telephone numbers and addresses which he commonly uses or may need in an emergency.

Make a large simplified city map. Have the pupils find the location of their homes on it. Make small markers in the shape of a houses which show the names and addresses of pupils. Spot these on the map in the correct location. Talk about who lives the nearest to the school, how many blocks John lives from Bill and how many blocks Mary lives from school. This exercise will help pupils understand the use of maps, street numbers, and addresses.

Give the pupils names of places in the community. Have them find the addresses in the telephone book. Have them locate them on the map of the city. Restaurants, theatres, stadiums, places of work, and other schools are examples of the places that could be used for this activity.

Outcome #3

Develop work sheets which test the pupil's ability to use all of the addition and subtraction facts and combinations.

Review with pupils the meaning of multiplication and division. For pupils who are having difficulty in understanding the processes, please refer to activities listed under Outcome #3 in Group II.

Make flash cards of multiplication and division facts through ten. On the face of the card list multiplication or division fact without the answer. On the back of the card place multiplication or division fact with answer. These flash cards can be used to play games, give drills, and for individual practice.

Have the pupils make illustrated multiplication and division fact sheets for each number fact. These sheets should be included in their notebooks for ready reference. The sheets should consist of division or multiplication facts and a pictorial representation of what the facts represent. In the higher multiplication and division facts, illustrations may be confined to stars, x's done in colored pencil, or check marks. The illustrations are needed so that the slow learner can attach meaning to a number fact.

Give situation problems which utilize multiplication and division facts. For example, I purchased four pencils for five cents each. How much did they cost? I have thirty six pieces of candy. I want to divide these among four boys. How many pieces will I give each

ARITHMETIC (continued)

boy? Considerable practice of this nature should be given to the slow learner in order that he may begin to see and develop the ability to use his newly acquired multiplication and division facts.

Discuss the meanings of carrying and borrowing of three or more place numbers. Pupils who have had sufficient practice in carrying and borrowing of two place numbers should easily make the transition to three or more place numbers. The teacher, however, should review the meaning of the ten's system with the pupils. Slow learners ordinarily will have great difficulty in visualizing numbers which are larger than one hundred. Therefore, the majority of problems presented to them should consist of three place numbers.

Give an abundance of work sheets which test the pupil's ability to use carrying and borrowing of three or more place numbers.

Discuss the meaning of zero as it relates to place holding in the ten's system. Pupils should understand that zero means no one's, no ten's, or no hundred's when it appears in a number symbol. Practice can be given both orally and through the use of work sheets in developing the understanding of zero as a place holder. The teacher may give orally or on work sheets a series of number symbols in which zero is a place holder. The pupils can tell what zero means in a specific number. For example, in the number 101, zero means no ten's; and in the number 20, zero means no one's.

Give problems which contain zero in multiplication and division in order that the pupil may understand how zero is used in these arithmetic processes.

Develop through discussion an understanding of the meaning of the concept "estimate." Estimating should be explained to the slow learner as a good guess, based upon what one knows about the problem. The teacher should give some thought problems to the pupils in which they are asked to make an estimate, and then check their estimates by working the problem. Much experience of this kind will be necessary to aid the pupil in making reasonably accurate estimates. In each case, after the problem has been solved, the teacher should point out factors that the pupil should have used to correctly estimate the answer.

Introduce multiplication and division of two or more place numbers with carrying and with remainders after the pupil has developed a thorough understanding of the carrying and borrowing process. It should be explained that multiplication and division of two or more place numbers will help the pupil to divide or add more quickly large groups. Much practice should be given in order that the pupil may develop understanding of this process. Thought problems are especially helpful in developing understanding of what the process

Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

is doing. The following problems may serve as one example: Johnny earns 25 cents a day for caring for his baby brother. How much does Johnny earn in five days? Mary made 64 cookies for her birthday party. There were nine girls including Mary at the party. How many cookies did each girl receive if they were divided evenly? How many were left? Problems of this nature will make two-place multiplication and division meaningful to the learner.

Discuss and demonstrate how addition and subtraction are checked. Require that all addition and subtraction problems be checked on each pupil assignment.

Develop two-step word and thought problems related to daily living. These thought problems should be concerned only with the addition and subtraction process. Problems of this nature can probably best be taught initially by having the teacher give the problem orally. After each problem is completed, the two-step process should be explained to the pupils. Problems, such as "I went to the store and purchased the following items -- toothbrush 77 cents, toothpaste 69 cents, and a comb 10 cents. How much was my bill?" "If I gave the clerk $2.00 how much change should I receive?" At a later stage, pupils may be given two-step problems in the form of printed work sheets or problems from their arithmetic books. The teacher, however, should exercise great care to be sure that the reading vocabulary is well within the child's ability to understand. It should be remembered that most two-step problems which will confront the child in life will not be in written form.

Outcome #4

Operate a classroom bank to save money for a class trip, picnic or party.

Organize and operate a classroom store to sell pencils, paper, and other supplies.

Compute the cost of a boy's or girl's clothing worn on a specific day in summer and in winter. Compare these costs.

Use a given amount of money, such as a dime, a quarter, a half dollar, and determine what items could be purchased from the school store and the amount of change due.

Provide mail order or merchandise catalogs from which pupils will be required to order such things as personal clothing for the beginning of school, birthday gifts for members of their family or sporting equipment which they could use. Purchases should be made within a predetermined budget or limitation. This vicarious experience will

Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

help develop many of the understandings that the pupil will need to use when he is required to make actual purchases.

Give real experiences to small arithmetic groups in learning to make change up to $1.00. This should be done with real money if possible. Hypothetical problems should be given to pupil in which he is required to make correct change. For example, pupil could play the part of a clerk in the drugstore. Teacher could state: "I've made a purchase for 79 cents. I've given you a dollar bill. Give me the correct change." Problems of this type will provide the youngster with opportunities to meet the kind of change-making situations he will face in his daily living.

Make duplicated work sheets which will give the pupil practice in computing change. This sheet could have three columns entitled Amount of Purchase, Amount Given Cashier, and Amount of Change.

Amount of Purchase	Amount Given Cashier	Amount of Change
1. 17¢ 14¢	Half Dollar	
2. 36¢ 17¢	One Dollar	

Variations of this activity may be extended to having the pupil determine the fewest number of coins to make the correct amounts of change. This can be done by having pupils draw and label circles to represent coins or by using real money.

Discuss purchasing a meal in cafeterias and restaurants. Attention should be given to such things as the meaning of complete dinner, à la carte, and tipping. Collect several menus from restaurants and cafeterias. Have pupils select a meal, figure its cost, figure amount of tip, and how much change they should get from a given amount of money.

Dramatize ordering a meal at a restaurant. Have the pupils evaluate the players' use of money as in planning, estimating, paying, giving, receiving, and checking change.

Discuss what a budget is and how it helps one manage his money. Have pupils make out individual budgets based on what they actually spend each week.

Have the pupils keep a record of their expenses for a specified period of time. Such things as bus fare, meals at school, treats,

Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

supplies, and recreation should be included. At the end of the specified time, expenses should be totaled, discussed, and compared.

Give pupils problems involving earnings and time. Whenever possible, use the actual work experiences that the pupils are having as a basis for the problems. Many youngsters will be doing part time work, odd jobs, and helping in the school cafeteria for wages.

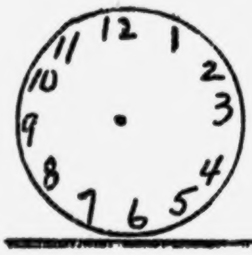
Outcome #5

Prepare duplicated material which will test the pupil's ability to tell time by the minute and hour. This material can consist of a number of clock faces along with directions which tell the pupils to draw hands on each clock which will indicate a specific time. See illustration.

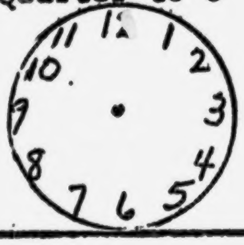
Tell Time

Set the hands at the place that says:

1:55



Quarter to 8



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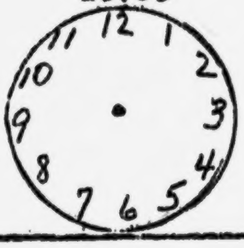
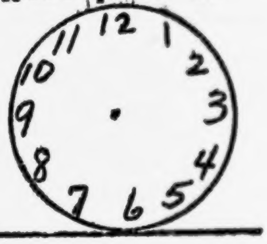


Half past 11



Duplicate a simplified bus schedule showing departure and arrival times for buses traveling between Cincinnati and nearby cities. Use the simplified bus schedule to familiarize pupils with the types of travel schedules that they will meet in their daily living. Use simplified travel schedule for the development of time and distance travel problems. Have pupils compute how long it takes in hours and minutes to travel from Cincinnati to various points on the bus schedule.

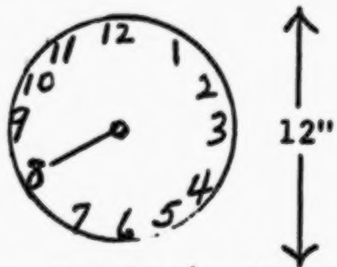
Duplicate a simplified map of Ohio. Indicate Cincinnati and other major cities on the map. Note the approximate time on the map that it would take to travel from Cincinnati via automobile to the other cities. Use this map to develop an understanding of the relation of time to distance. The following kinds of questions could be asked: "If I left Cincinnati at 8:00 A.M., at what time would I arrive in Youngstown?" "How much longer would it take me to travel from Cincinnati to Columbus, as compared to traveling from Cincinnati to Dayton?" "If I left Cincinnati at 11:00 A.M. and I spent one hour eating lunch, at what time would I arrive in Cleveland?"

Suggested Activities for Group III - 13 through 15 Years (cont'd)

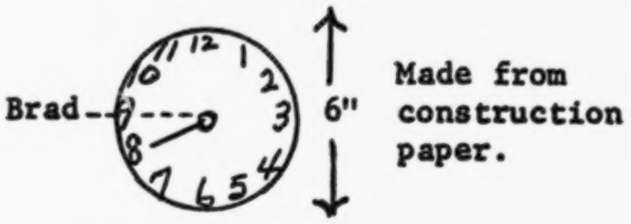
ARITHMETIC (continued)

Demonstrate how an alarm clock is set. This can be done best by bringing a real alarm clock into the classroom situation for demonstration. Often the slow learner will have great difficulty in learning to set an alarm clock because most alarm clocks use only one hand to indicate the alarm setting. Therefore, the slow learner will need careful explanation of the process involved and much practice in learning to perform this operation.

Make a large classroom model of an alarm clock and small individual models for each pupil. Use these to practice setting the alarm at various times. See illustration.



Teacher's Alarm Clock



Pupil's Alarm Clock

Have pupils check alarm clocks they have at home to see if they are different from the one they have used in school. If it is discovered that there are different types of alarms used in their homes, appropriate models should be made so that the pupils can learn to use the alarms that are available to them.

Visit the home economics laboratory in the school to learn about stove timers. During the visit, a demonstration should be given concerning the use of stove timers. A discussion about why stove timers are used should follow the demonstration.

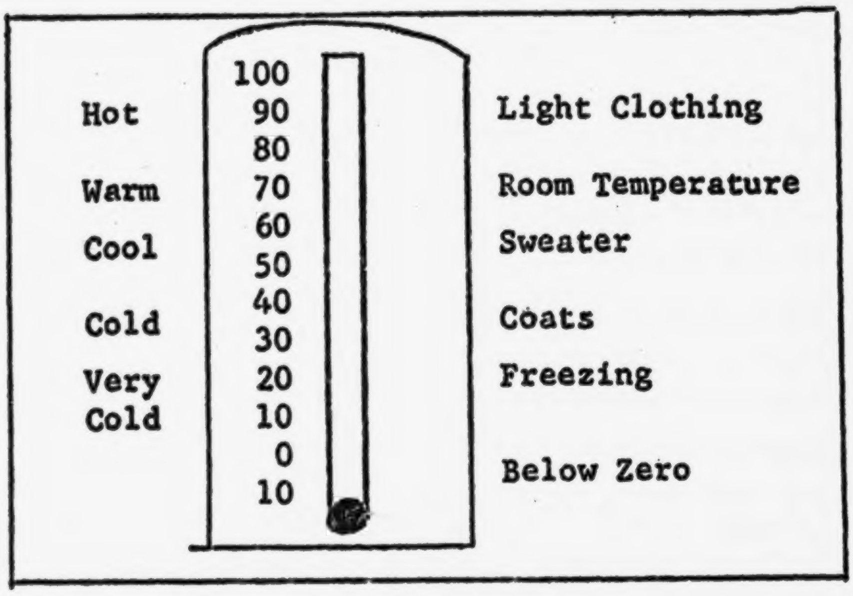
Discuss the significance of temperature points 0°, 32°, and 212°.

Use weather thermometer to measure the daily temperature.
There is usually enough variation in a week to make a significant graph.

Make a large weather thermometer for classroom display. Indicate descriptive terms which correspond to various temperature levels. See illustration on following page.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)



Develop a work sheet with multiple choice answers to test the pupil's understanding of relative temperatures. For example, the work sheet could contain ideas, such as -- the thermometer reads 85°; the best way to dress would be to (a) wear an overcoat; (b) wear a sweater; (c) wear lightweight clothing.

Develop mimeographed material which will aid the further development of skills in learning to use the calendar effectively. Material can consist of questions which will require the pupils to use the calendar, such as "What are the names of the months in spring? What month comes before December? What month comes after June? How many months are there in half of a year? How many days are there left in this month? How many days until vacation? How many months are there in the school year?"

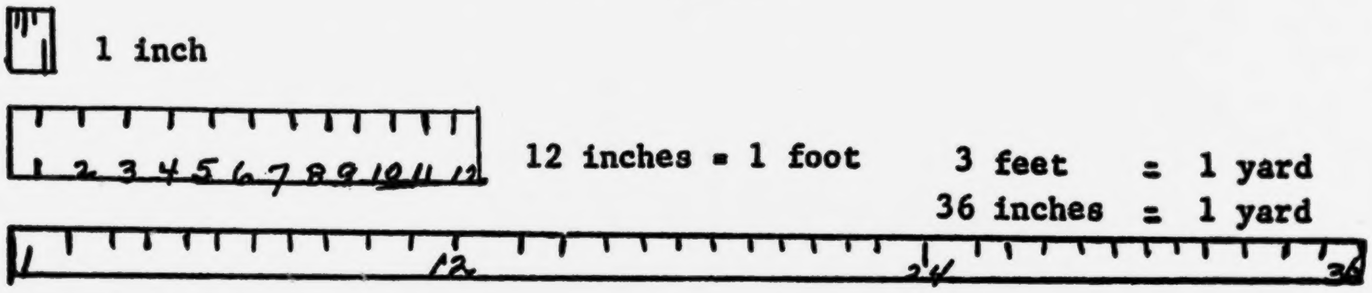
Teach the rhyme: Thirty days hath September,
April, June, and November.
All the rest have thirty-one,
Excepting February alone,
And that has twenty-eight days clear,
And twenty-nine in each leap year.

Make a chart for classroom display which shows relative values of inch, foot, and yard. See illustration on following page:

Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

Measuring Chart



1 inch

12 inches = 1 foot

3 feet = 1 yard
36 inches = 1 yard

Have the pupils make a reference sheet of relative values of inch, foot, and yard for inclusion in their arithmetic notebooks so that pupils can use the chart or notebook sheet for ready reference.

Give pupils an opportunity to measure various objects in the room. Have them convert these measurements to feet and inches. Such things as window frames, door frames, table, width of desks, and the length of the room can be measured. Objects longer than three feet should have their dimensions converted to yards, feet, and inches.

Have pupils measure the heights of several pupils in the classroom. Use these measurements to provide practice in adding and subtracting in feet and inches. Use also for developing graphs.

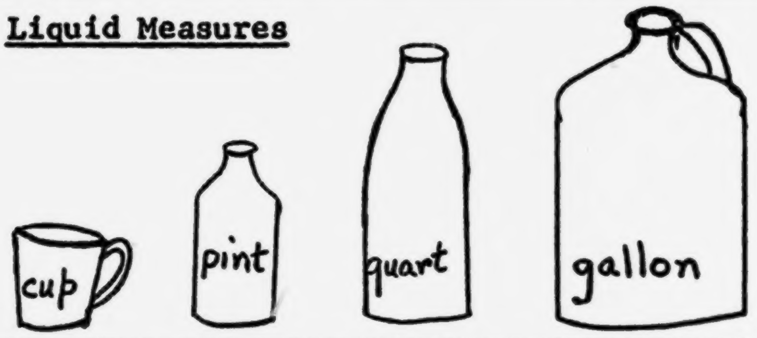
Develop mimeographed material which will require pupils to measure and to add and subtract in feet and inches.

Provide various containers used in liquid measurement. Give demonstration and opportunities for pupils to become familiar with the relative values of such common measures as gallon, half gallon, quart, pint, and half pint. Containers, such as milk cartons, gallon milk bottles, liquid measuring cups, measuring pitchers, and freezer containers, may be used.

Make a reference sheet for inclusion in the arithmetic notebook which indicates the relative values of cups, pints, quarts, and gallons. See illustration.

Liquid Measures

2 cups = 1 pint
2 pints = 1 quart
4 cups = 1 quart
4 quarts = 1 gallon



Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

Make mimeographed sheet which requires pupils to exercise their knowledge of the relative values of liquid measure. Give pupils an opportunity to use the actual measuring devices to arrive at their answers.

Discuss the meaning of an ounce as a unit of weight. Point out that there are sixteen ounces in a pound. A household scale may be used to demonstrate relationship of ounces to pounds.

Discuss the kinds of items which are sold by pounds and ounces. Make a list of the various items. Use scale to check weights found on package labels.

Provide a spring scale for practice in weighing objects. Give pupils mimeographed exercises which will require them to use the spring scale to arrive at their answers. Such questions may be used as "How much does your arithmetic book weigh? What is the weight of the chalk box? How much does Johnny's thermos bottle weigh? What is the weight of a dozen eggs?"

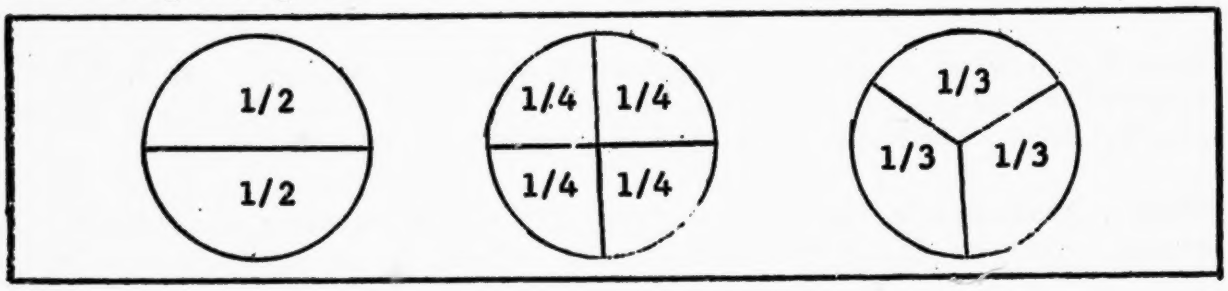
Discuss and demonstrate the relative values of common dry measures, such as pint, quart, and bushel. Actual containers should be used to give pupils an understanding of the relative capacities of these containers. A list of items which are sold by various dry measures could be made by the pupils.

Weigh pupils regularly. Compute gain or loss. Illustrate results on a graph..

OUTCOME # 6

Discuss and demonstrate what a fraction is. Pupils at this level are generally capable of understanding that a fraction is a part of an object or group of objects. Through extensive practice with concrete materials, the slow learner may be expected to see the relationship of fractions to division. At this level he may be expected to develop the understanding that one half is related to division by two of an object or group of objects. He may also be expected to develop the concept to thirds and fourths.

Make a chart for display in the room showing the fractional parts of a single object.



LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

Use rulers and yardsticks to develop an understanding of the fractional parts of an inch to one fourth. Practice finding one quarter inch and one half inch. This should be given in a group situation before independent individual activities are attempted.

Make a list of items which use simple fractions such as one fourth pound of butter; half, third, or fourth of a dozen of eggs; measuring cups; containers; and packages of one half pound. Whenever possible, a concrete object should be shown to the class.

Make aids which will help pupils understand the comparative values of like fractional units. This can be done by cutting several pie plates of the same size into thirds, fourths, or halves. Pupils can manipulate these sections to develop the understanding that two thirds is more than one third; one half is the same as two fourths; or that three fourths is more than one fourth. Some pupils at this level will begin to see the comparative values of unlike fractions, that is, that one half is more than one third. However, comparison of like fractions should be considered the goal at this level.

Extend the understanding of fractional parts of a single object to groups by dividing the number of children in the room to show that one half can mean one half of the group. This understanding could be reinforced by dividing groups of pencils, cookies, pennies, and other similar groups into fractional parts. The fractional parts of a group should be limited to halves, thirds, and fourths.

One inch wooden cubes may be used effectively to demonstrate partitive significants of fractions: $\frac{1}{4}$ of $12 = 3$ or $\frac{1}{2}$ of $10 = 5$.

Outcome #7

Have the pupils make a word list of arithmetic terms. Terms related to size and weight concepts; location, distance, and direction concepts; and time, speed, and quantity concepts should be included in this list. As words are used in various arithmetic exercises, they should be defined and included in this list. This list should be illustrated when the concept becomes too difficult or abstract to easily define in words. Pupils should add to this list as new words are encountered in arithmetic.

Make a bulletin board display using magazine cutouts or drawn illustrations to provide vocabulary study of concepts such as long, short, deep, shallow, and others which can be illustrated.

Play a game which requires pupils to define various arithmetic terms. Divide class into two teams. Teacher should give such terms

Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

as length, depth, mile, per week, and amount. If the pupil is able to give a reasonable definition of the term in his own words, his team will score a point.

Use various computational terms when assigning daily arithmetic problems in order to develop an understanding of such terms as divisor, multiplication, remainder, and estimate.

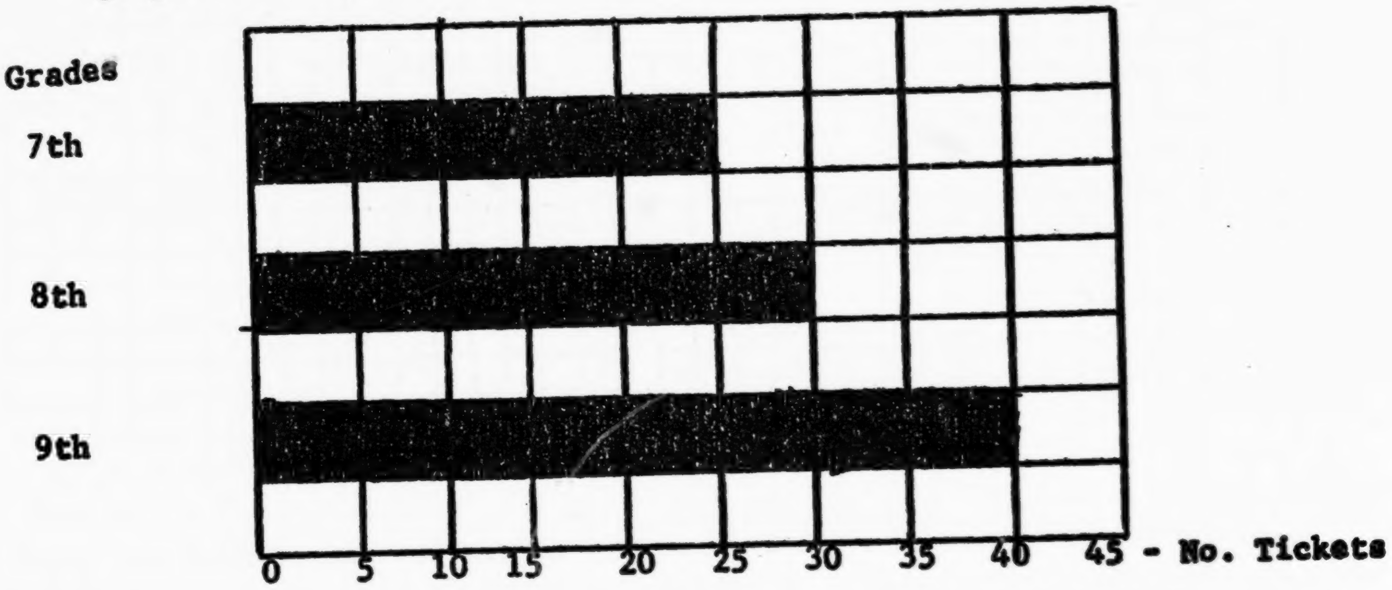
Pantomine and other dramatizations may be used to illustrate such concepts as fast, tall, slow, and short.

Outcome #8

Discuss the meanings and uses of graphs and charts. The idea that a graph can give the reader a quick view of information should be pointed out.

Have the pupils collect and bring to class graphs and charts that they find in the newspaper or in magazines. Read and interpret these in group discussions.

Make use of graphs to record room and school activities. For example, a record of the tickets sold for the school play could be graphed as illustrated.



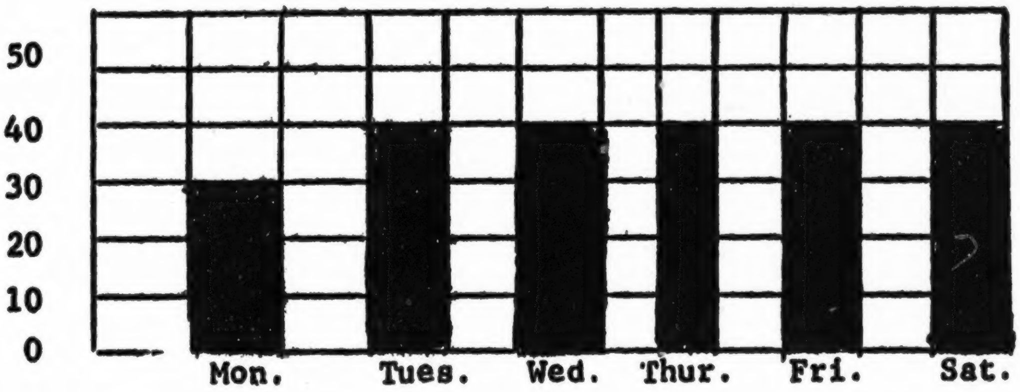
To test the concept of graphs, use experiences of boys in the class who deliver papers. Make a bar graph to show the daily sales for a week or month. See illustration on following page.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

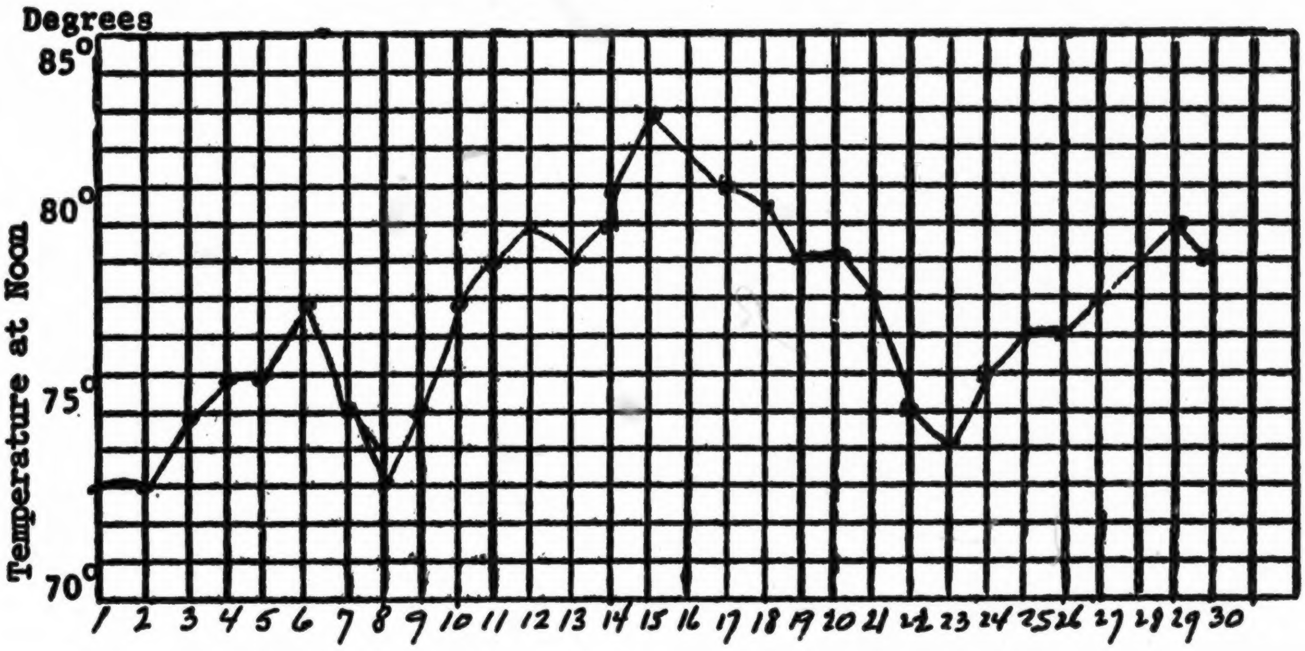
Billy's Record of Papers Sold This Week



Make a line graph which records the daily temperature, as illustrated below:

Daily Temperature Changes

Month of April



Make a map of the immediate school community. Indicate all the streets and points of interest and measure the size of the block in which the school is located.

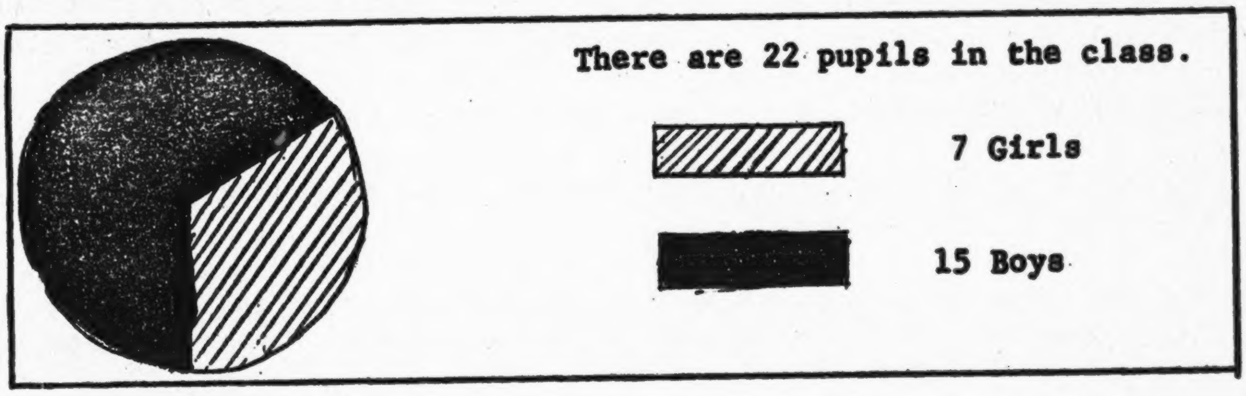
Have daily attendance charts posted so that each child may check his own daily attendance.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group III - 13 through 15 Years (cont'd)

ARITHMETIC (continued)

should be introduced only after the pupils have developed a familiarity with other kinds of graphs. The circle should be divided into parts equaling the number of pupils in the class. Individual parts then should be shaded. By using this method, the slow learner will usually see the meaning of a circle graph. See illustration.



Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group IV - 16 through 18 Years

ARITHMETIC

1. Counts, reads, and writes numbers at approximately fifth-grade achievement level.
    - a. Knows relative value of numbers through 1,000.
    - b. Knows place value to thousands.
    - c. Knows Roman numerals to XXX.
2. Uses a variety of number concepts to meet daily living situations.
    - a. Reads and interprets values correctly on paycheck, money orders, time sheet, bills, etc.
    - b. Reads and interprets schedules -- bus, train, plane, television, radio, and work.
    - c. Uses directions involving numbers, such as recipes and short income tax form.
    - d. Budgets money and buys and pays for purchases.
    - e. Uses various types of measuring devices, such as thermometers, odometers, tire gauges, gasoline pump meters, speedometers, and oven and home thermostats.
3. Masters the use of number facts and processes within limits of his capabilities.
    - a. Adds and subtracts with borrowing and carrying.
    - b. Multiplies two or more place numbers with carrying.
    - c. Divides three or more place numbers by a one place number with a remainder. Example: $6\overline{)\,347}$
    - d. Estimates answers in addition and subtraction.
    - e. Knows how to compute the average of several numbers.
4. Understands and uses money concepts to meet adult needs.
    - a. Manages money efficiently by making a simple budget.
    - b. Makes change to one hundred dollars.
    - c. Knows how to write and endorse checks.
    - d. Reads and writes amounts to over $1,000 with proper number and decimal point placement.
    - e. Knows how to make purchases economically.
    - f. Understands "time and rate" as related to earnings.
    - g. Knows how to compute paycheck.
    - h. Has some concept of loan, interest, down payment, contracts, and discount.
5. Understands and uses measurement concepts and devices.
    - a. Understands and uses time concepts and devices.
        - (1) Relates time to such things as wages, distance, dates, schedules, cooking, etc.
        - (2) Measures time by addition, subtraction, and multiplication.
    - b. Uses a variety of thermometers correctly, such as thermostat, odometer, oven, weather, and clinical.
    - c. Understands and uses calendar meaningfully.
    - d. Understands and uses a variety of linear concepts and devices to meet daily needs, such as:
        - (1) Knows meaning of mile.
        - (2) Uses a legend or markings on maps to estimate distances.
        - (3) Relates travel time to distance.

(continued)

LEARNING TO COMMUNICATE IDEAS

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

ARITHMETIC (continued)

        (4) Adds and subtracts measures of inches, feet, and yards.
        (5) Has a general understanding of the terms and concepts of area, square feet, and square yards.
        (6) Measures for window shades, curtains, and carpets.
        (7) Uses and understands fractional markings on ruler and their relative values to one sixteenth.
    e. Understands and uses liquid measurement concepts and devices to meet daily needs.
    f. Understands and uses quantity and weight concepts and devices encountered in meeting daily needs.
6. Understands and uses simple fractions, decimals, and percentages.
    a. Knows comparative values of halves, thirds, and fourths.
    b. Uses fractions to meet everyday situations, such as 3/4 of a cup, gas tank 1/2 full, price, 1/3 off, etc.
    c. Knows comparative values of like fractional parts.
    d. Has a general understanding of the meanings of the percentages found in discounts, sales reductions, interest, social security, and loans. Examples: 3%, 10%, 20%.
    e. Adds and subtracts like fractions. Examples:

$$\begin{array}{r} \frac{1}{4} \\ +\frac{1}{4} \\ \hline \end{array} \qquad \begin{array}{r} \frac{3}{4} \\ +\frac{1}{4} \\ \hline \end{array}$$

    f. Adds and subtracts mixed numbers and like fractions.
    g. Divides an object into common fractional parts - halves, fourths, thirds, sixths, eighths, and sixteenths.
7. Has a meaningful arithmetic vocabulary, such as overtime, wages, salary, taxes, deduction, per (hour, week, month), payment (cash, down, installment), C.O.D., carrying charges, interest, receipt, real estate, mortgage, reduction, bonds, loan, terms, profit, taxes (income, sales, property, federal, state), profit and loss.
8. Uses elementary graphs, tables, maps, and charts.
    a. Can read and interpret simple bar, picture, line, and circle graphs.
    b. Uses prepared tables to secure information, such as bus, train, and plane schedules, and map mileage tables.
    c. Begins to understand the concept of time zones and the implications for travel.
    d. Uses maps effectively to meet personal travel needs.
    e. Can draw and read simple woodworking plans and floor plans of houses.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group IV - 16 through 18 Years

ARITHMETIC

Outcome #1

Discuss with the pupils the place value of the thousands column. It will be difficult for slow learners to conceptualize the meaning of a thousand or more. However, it is necessary that the slow learner develop some familiarity with this concept because he will face many situations in his daily living which will require him to understand relative values of a thousand or more and often he will be required to read numbers of this magnitude. Situations which will require a slow learner to have this skill will be found when he is required to make purchases of an automobile or a home; to read street numbers and to read measuring devices, such as a mileage gauge, work identification numbers, W-2 Income Tax form, and stock numbers.

Develop exercises which aid the slow learner in understanding the relative value of numbers through one thousand. This can be done by giving him a series of numbers and having him choose which number is larger and which number is smaller.

Give pupils assignments to help them develop an understanding of the relative value of numbers, money, and the purchasing power of money. Have pupils list the kinds of household items that could be purchased new for under $100, and under $200, under $500, etc. Similar lists could be constructed which would pertain to automobiles, homes, and articles of clothing. All of these exercises will help the pupil to understand the relative value of numbers.

Develop work sheets which list the Arabic number symbol and require the pupil to list the corresponding Roman numeral. This activity should consist of Roman numerals only to XXX. After the pupil has sufficient practice in listing Roman numerals in sequential order, he may be required to write Roman numerals for numbers listed at random.

Make a list of places and ways that Roman numerals are used.

Outcome #2

Use an opaque projector to familiarize pupils with common forms and bills that he will use in his daily living. Water bills, gas and electric bills, time sheets, money orders, and department store bills can be collected to be shown on the projector. Discussions can follow so that the pupils understand how to use these common forms. It will be necessary to point out how these forms should be read. Such things as "Pay amount in this column," "10% added after the 10th of the month," and "3% sales tax included" will have to be explained to the slow learner in order that he may have a clear understanding of their meanings.

ARITHMETIC (continued)

Make duplicated materials which consist of facsimiles of completed water bills, department store bills, and other forms. Make a list of questions which pupils will be required to answer based upon the information contained on the forms. This will test their ability to read and interpret the forms correctly. Some of the kinds of questions that can be asked are: "How much would you pay on this water bill?", "When is the bill due?", and "What dates does the bill include?"

Discuss the need to follow number directions precisely when completing forms, assembling objects, making clothing, or cooking. Make a collection of directions which involve numbers that the pupil might use in his daily living -- income tax forms, boxes of cake mix, and directions for assembling a toy or a piece of household equipment are all examples of kinds of things that could be discussed and used in a classroom situation to develop understanding of the necessity for following number directions.

Outcome #3

Review and reteach the number facts and processes that have been developed at previous levels. To help pupils who have specific weaknesses in any computational process, use activities that have been developed at a previous level.

Develop thought problems and exercises which will extend the slow learner's knowledge of the computational processes of addition, subtraction, multiplication, and division. These problems should be practical and drawn from real-life situations.

Use newspaper ads to develop exercises which will give the pupil experience in using the computational processes in situations similar to those that will be faced in daily living.

An example of this kind of activity is: Have the pupil develop a list of groceries needed to maintain a family for a week. Have pupils compute the amount of money that will be spent for this purpose. In this instance the pupils would be required to shop for these purchases through newspaper ads. This activity would give practice in adding the cost of their purchases and in determining the amount of money they would have remaining from their original amount. Variations of this activity could include shopping for various purposes, such as parties, picnics, and various meals.

Develop practical two-step problems involving addition and subtraction computations. For example, the Murphy family has four members; each member eats one-half pound of meat per meal; Mrs. Murphy serves fourteen meals each week which include meat; she has $20 in her meat budget for the week. Find out how much meat Mrs. Murphy will need to purchase for her family for one week.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

ARITHMETIC (continued)

Use the newspaper to shop for the meat for the Murphys for a week. See if you can do as good a job as Mrs. Murphy.

Make duplicated arithmetic sheets which give practice in multiplying two or more place numbers with carrying. Problems should be meaningful to the pupils. For example, toothpaste costs 69¢ a tube. How much would three tubes cost? Or, shoes cost $9.95 a pair; how much will two pairs cost? The class is planning a picnic and thirty people will attend. Each person will have three hot dogs; how many hot dogs will the class need to order? Problems such as these will give meaning to the use of the multiplication process.

Discuss the meaning of the term "average." Explain the process of finding the average. The slow learner will be confronted with this term many times in such contexts as average speed, average mileage, average cost, average rainfall, batting averages, and team averages. He will use this concept in planning his time and travel, and spending his money.

Give pupils practice in computing averages of numbers. This may be done through thought problems, classroom assignments, and through the use of duplicated work sheets. The problems should be based upon situations in which a slow learner would use the concept of average. Problems could be developed, such as "Our high school team for the past five years has won a total of sixty five games. Find the average number of games won per year." "Mary Smith watched television for two hours on Monday, three hours on Tuesday, two hours on Thursday, four hours on Friday, and five hours on Saturday. What was the total number of hours that Mary watched television?" What was the average time per day that Mary watched television?" Problems of this type will help the slow learner understand and use the concept of average.

Discuss the meaning of the term "estimate." Talk about when estimating could be used by the slow learner. Developing the skill of estimating will help the slow learner in planning such things as time, money, use of quantities, and purchasing. The slow learner should be taught to make a high estimate rather than a low one.

Make work sheets which will develop the slow learner's ability to make correct high estimates. This may be done by giving him problems which require him to make a correct choice from a number of possible choices. See illustration on following page.

LEARNING TO COMMUNICATE IDEAS

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

ARITHMETIC (continued)

Making Estimates

Draw a line under best estimate answer.

1. Mary bought a pair of shoes for $4.89. How much money should she take with her? $4.00 $5.00 $10.00
2. Toothpaste costs 69¢ a tube. She needs two tubes. How much money should she take with her? $1.00 $1.25 $1.50

Outcome #4

Conduct a series of discussions on banking. Topics that may be discussed are: "What is a bank? How we use a bank. How to write, endorse, cash, and deposit checks; and How the banker can help us."

Make duplicated sheet of facsimile check forms. Give pupils problems in writing and endorsing checks.

Talk about some of the precautions and safety measures that pupils should exercise when writing, cashing, or endorsing checks. Stress such precautions as not writing checks in pencil, endorsing checks only at the time of cashing, filling in check completely, reporting lost or stolen checks, and accepting checks only from employers or people we know.

Take the class on a field trip to the bank. Have the banker talk to the class about how the pupils can best use the bank. Have the banker also tell the pupils how he will help them personally in money matters. The banker, prior to the visitation, should be alerted to limit his explanation of the banking processes and functions to those which are most commonly used by the average person. Such a trip should be taken only after the pupils have developed some understanding of concepts, such as checks, banking, interest, and loans.

Give exercises in which pupils are required to compute pay checks. Work situations similar to those in which the pupils are engaged can be used as a basis for problems of this type. Most pupils will have developed an elementary understanding of the concept of time and rate. This concept can be extended to include overtime, penalty time or docking and released time.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

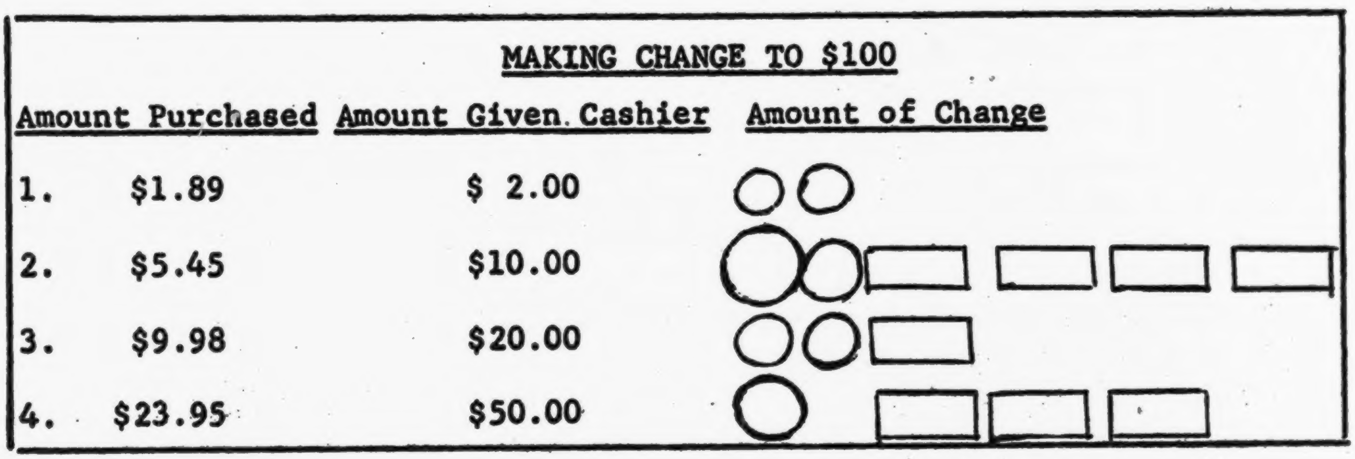
ARITHMETIC (continued)

Discuss and develop an elementary understanding of the terms used in borrowing money. Terms should be discussed, such as loan, interest, down payment, contract, penalty, and repossession. These terms should be explained in language that the slow learner can understand.

Bring to the class samples of payment schedules, interest charts, charts of monthly payment plans, and other credit plans. The slow learner probably cannot learn to compute interest. However, with the use of these charts he may be helped to see how much he is paying for the privilege of credit or borrowing. Exercises may be developed in which the pupil may see the difference between the cost of buying on credit and for cash.

Duplicate facsimiles of one, five, ten, twenty, fifty, and one hundred dollar bills. These bills, along with real coins, may be used for practice in making change to one hundred dollars. Give pupils problems which will require them to use various combinations of bills. Slow learners should develop a clear understanding of the relative values of the bills before they can perform this process.

Provide work sheets which will check the pupil's ability to make change to one hundred dollars. Work sheet may be divided into three columns entitled: Amount of purchase, Amount given, Amount of change. Outlines of the fewest number of coins and bills needed to make the correct change should be drawn on the work sheet. The pupils should fill in the correct denominations which will make the correct amount of change. See illustration.



MAKING CHANGE TO $100

Amount Purchased	Amount Given Cashier	Amount of Change
1. $1.89	$ 2.00	○○
2. $5.45	$10.00	○○▭▭▭▭
3. $9.98	$20.00	○○▭
4. $23.95	$50.00	○ ▭▭▭

Extend the pupil's understanding of the concept of budgeting. At this level, the pupil's understanding and ability to budget should be extended from short term, simple and personal budgeting to simple long term personal and family budgeting. Discussions which will tend to develop this understanding should be pursued.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

ARITHMETIC (continued)

Collect and discuss sample budgets provided by such agencies as Family Service. Through examination and discussion of these sample budgets, pupils should gain an understanding of the essential elements of a good budget.

Provide opportunities for pupils to construct several different kinds of budgets. The family budget should be developed. It should include the approximate cost of maintaining a home for one month, including rent, utility bills, incidental expenses, and food. Other types of budgets that should be developed are: a food budget for a week, clothing budget for a season, recreation budget for a month, and a personal budget.

Outcome #5

Have pupils who are working in the occupational education program compute the amount of time spent on their jobs, by the day, week, month, and year. Have them use their figures to compute their earnings accordingly.

Have the pupils keep a running account of the time that they do the following: get up, leave for school, arrive at school, eat lunch, leave school, arrive at home, eat dinner, and go to bed. Use these figures to compute the amount of time that each pupil spends pursuing various activities, such as traveling, attending school, eating, and sleeping.

Have the pupils measure the height and width of windows, areas of classrooms, and sizes of bulletin boards.

Extend the pupil's understanding of time concepts through thought problems and work sheet exercises. Problems similar to the following can be presented to the pupil: "John lives ten blocks from work. It takes him three minutes to walk a black. He needs to be work at 7:00 A.M. What time should John leave home in order to get to work on time?" "Mary wants to bake a cake. It takes her fifteen minutes to mix the cake. The cake takes thirty minutes to bake. Mary must have the cake ready for supper at 5:00 P.M. What time will she need to begin to prepare the cake?" Problems similar to these will help the pupil develop time concepts.

Review the uses of the various kinds of thermometers and thermostats that the pupil sees and uses in his daily living. This review may consist of discussions, question and answer problems, and work sheets.

Show, demonstrate, and discuss the use of various types of thermometers. Discuss such things as how thermometers are used, where they are seen, how they help, and what various temperature readings mean.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

ARITHMETIC (continued)

Develop work sheet problems which test the pupil's understanding of various types of thermometers and thermostats. See illustration.

WHAT DO TEMPERATURES MEAN TO US?

Read the sentences. Think about temperatures. Then draw a line under the answer you think is best.

1. The thermometer outside my window reads 20°. I will need to wear:
   a sweater   a light coat   a heavy coat
2. My house will be warm and comfortable if the thermostat reads:
   70°   50°   90°
3. If I have a fever, my temperature will be:
   98.6°   102°   75°
4. A slow oven is one on which the regulator is set at:
   200°   450°   500°

Make individual informational tables concerning thermometers. These informational tables may be used by the pupil to help him attach meaning to readings on various types of thermometers. See illustration.

SOME TEMPERATURES I SHOULD KNOW

Freezing--------------------------------- 32°
Boiling----------------------------------212°
Good room temperature-------------------- 70°
Slow oven--------------------------------200° to 300°
Moderate oven----------------------------300° to 375°
Hot oven---------------------------------400° to 575°
Normal body temperature------------------ 98.6°

Use newspaper nation-wide weather charts. Have pupils use information from various parts of the country to describe the effect that the weather will have on the people of that area, their crops, industries, and activities.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

ARITHMETIC (continued)

Use opaque overhead projector to demonstrate how one uses a road map. Attention can be given to such things as the map legend, mileage chart, traffic directions, population chart, and location chart.

Have the pupils plan a trip they would like to take, or trace a trip they have taken on a road map secured from a filling station or Chamber of Commerce. Have the pupils compute such information concerning the trip as mileage, time, expenses, number of meals, cities and counties traveled.

Have the pupils develop the concept of a mile by relating distance between two familiar points. This distance may later be checked by measuring on a car mileage gauge.

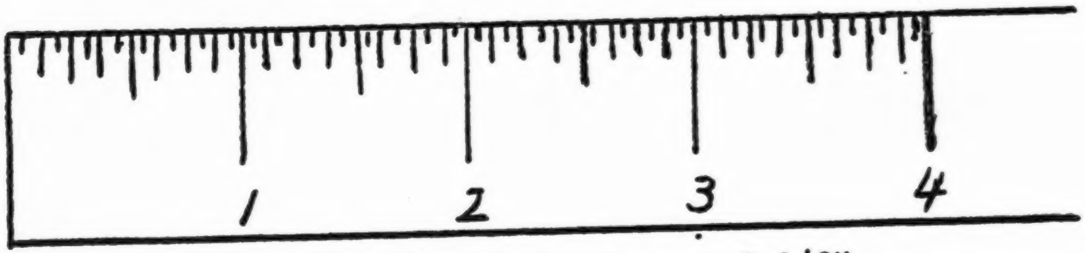
Discuss the meanings of the terms area, square feet, and square yard. Make a list of the kinds of things that are measured and sold by this kind of measurement. This discussion should be accompanied by an illustration which clearly demonstrates what these terms mean. Most slow learners cannot be expected to compute area measurements.

Practice using and reading ruler by having pupils draw geometric shapes of various sizes.

Give practice in using ruler by making craft projects, abstract designs for book covers, party decorations, and bulletin board displays.

Make work sheet which contains a facsimile of a ruler with markings to sixteenths of an inch. Have pupils demonstrate their knowledge of reading a ruler by indicating various measurements on facsimile. See illustration.

Understanding the Ruler



1. Draw a red line on the ruler at 2-1/2".
2. Draw a blue line on the ruler at 3-3/4".
3. Draw a green check mark on the ruler at 1-1/16".
4. Put a red star at 3-1/8".

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

ARITHMETIC (continued)

Review the pupil's understanding of various liquid measurements and quantity and weight concepts developed at previous levels. Use discussions, demonstrations, work sheets, and actual manipulatory experiences to reinforce learnings acquired at previous levels.

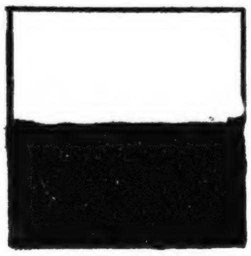
Outcome #6

Make several circles of the same size from construction paper. Cut individual circles into halves, thirds, or fourths. These fractional parts can be used to compare relative sizes of mixed fractional parts. Most slow learners at this level, through the use of concrete materials may develop understanding, such as one half is more than one third, one fourth is less than one third, and three fourths is more than two thirds. Concepts of this nature should be limited to halves, thirds, and fourths.

Make work sheets which test the pupil's understanding of fractional parts of a unit. See illustration.

KNOWING YOUR FRACTIONS

Write the fraction that tells what part of the figure is shaded under each picture.



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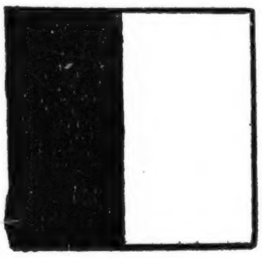

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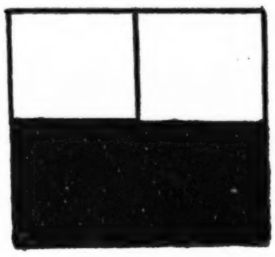

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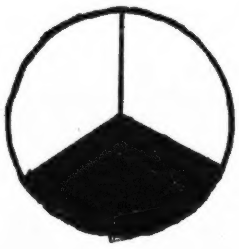

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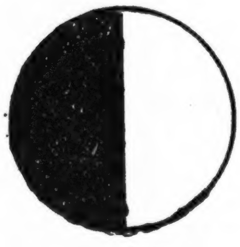

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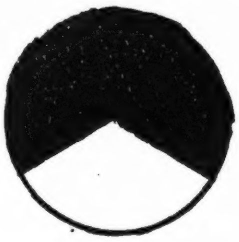

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LEARNING TO COMMUNICATE IDEAS

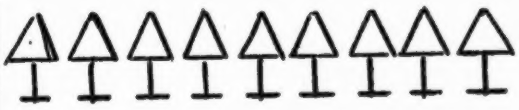
Suggested Activities for Group IV - 16 through 18 Years (cont'd)

ARITHMETIC (continued)

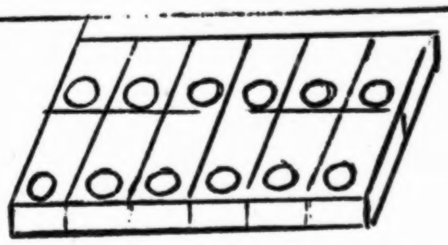
Give practice in finding fractional parts of a group of objects by using illustrated work sheets. This may also be done by using concrete objects in the room. Computing fractional parts of groups should be limited to the fractional one fourth, one third, and one half. The slow learner at this level will relate these fractions to dividing by four, three or two. Some slow learners may be taught to find two thirds or three fourths of a group of objects by dividing by three or four and adding this answer two or three times respectively. See illustrations.

FINDING PARTS OF GROUPS

1. Find $\frac{1}{3}$ of this group of trees
2. Find $\frac{2}{3}$ of this group. (hint: Add your answer in #1 two times)



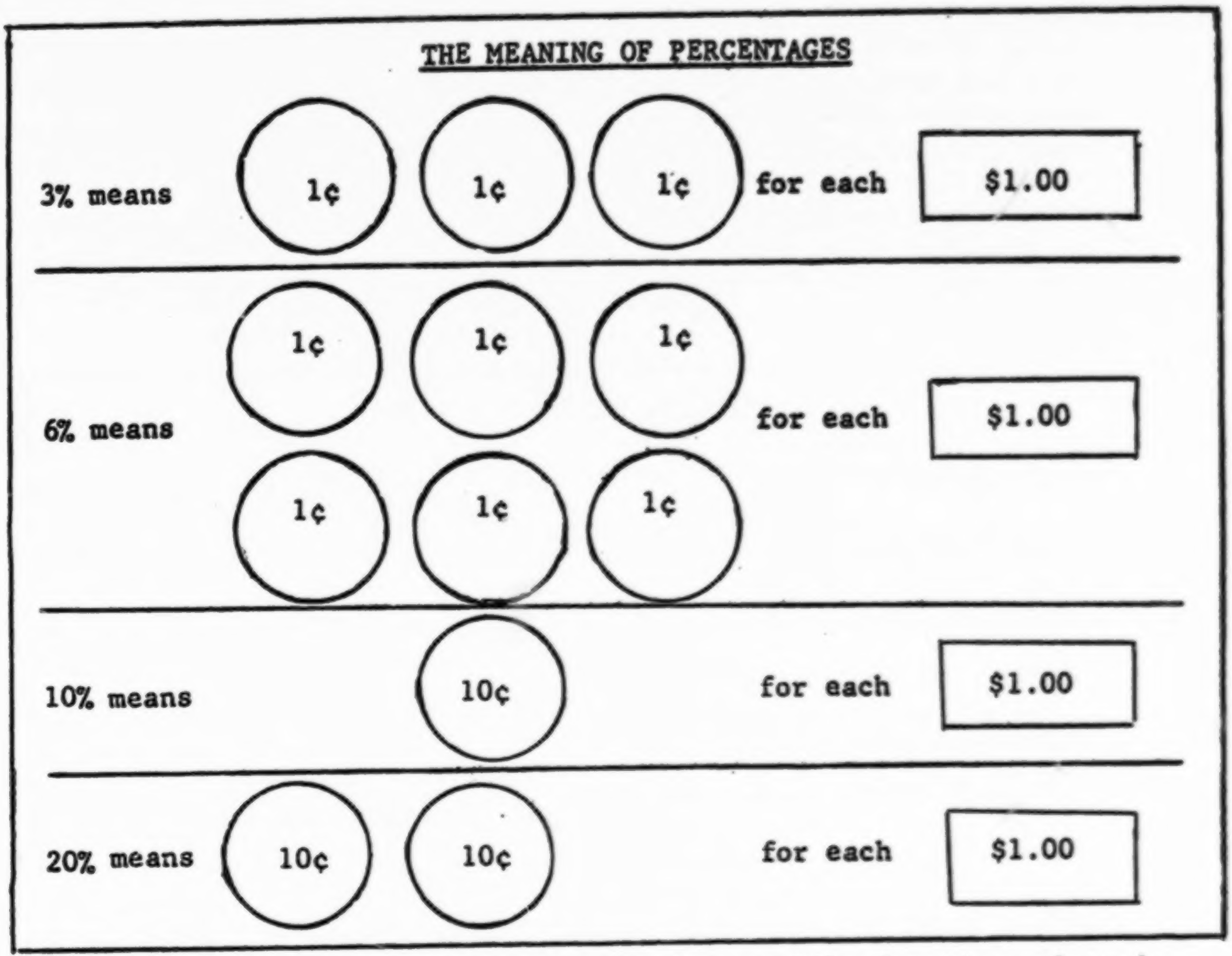
3. Find $\frac{1}{4}$ of this group.
4. Find $\frac{3}{4}$ of this group. Hint: Add your answer in #3 three times)



Make a chart and other visual aid displays which will develop the general understanding of the meaning of percentage. The slow learner will often be confronted with the term "percentage" in advertising and in money transactions. He will need to know the meanings of such terms as 3% interest, 20% off, 5% raise, and 10% down. The meaning of percentage should be related to money when taught to the slow learner. He needs to develop only the understanding that 3% means three cents for every dollar; 10% means ten cents for every dollar. He probably will never learn to compute percentage by the conventional method. After he begins to understand the relationship of percentage to one dollar, he may be able to find the percentage of larger numbers by an addition process. See illustration on next page.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

ARITHMETIC (continued)


THE MEANING OF PERCENTAGES

Teach slow learners to add and subtract like fractions through manipulation of concrete objects. This process may be taught by dividing a number of circles or squares into fractional parts. Through manipulation of these objects the pupil may begin to see how they can be added and subtracted. The fractional symbols should be written on each fractional part of an object. In this way he will see the relationship between the concrete object and the symbol. After he becomes proficient in the manipulation of the concrete objects, he will then be able to make the step to handling only abstract symbols.

Outcome #7

Extend arithmetic vocabulary by making a glossary of arithmetic terms. The glossary should contain definitions of the terms written in the pupil's own words. Definitions should be illustrated by drawings or illustrations from magazines or catalogs whenever possible.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

ARITHMETIC (continued)

Play a game in which the teacher gives arithmetic vocabulary words or definitions. Pupils supply correct terms or definition. The arithmetic class may be divided into teams by rows.

Make a bulletin display of new arithmetic vocabulary words. Bulletin board displays may be built around such topics as money words we see, words from the world of work, weight words, and location and distance terms.

Outcome #8

Discuss the meanings and uses of simple diagrams and floor plans. Have the pupils collect samples of such plans found in magazines, newspapers, and catalogs.

Have the pupils draw simple plans and diagrams of such things as their homes, a woodworking project, their classroom, the cafeteria, the auditorium, and the library. These plans could be drawn to rough scale by some of the more able pupils.

Continue to extend the pupil's skills in reading and interpreting simple bar, picture line, and circle graphs by having him record familiar information regarding his school and community. Some of the kinds of information that may be recorded are attendance at school functions, sales involving school projects, population trends in the community, traffic accidents in the community, temperature and rainfall.

Have the pupils collect samples of graphs which they can interpret. Have them explain the meaning of the graph to the class.

Obtain a city map of Cincinnati. Locate important places in Cincinnati. Have the pupil trace on the map the route that he would take from his home or school to reach the place of interest.

See activities concerning maps listed under Outcome #5 of this subject.

Use real bus, train, and plane time schedules. Develop problems which will require the pupils to use these various tables efficiently in order to secure answers. Problems of the following type may be developed: "Mary is flying from Cincinnati to Chicago on Thursday morning. She would like to arrive in Chicago early in the afternoon. What plane should she take?" "John is going to Cleveland. How many hours will it take for him to go by plane? By train? By bus? How many hours will he save if he goes by plane rather than by bus." Problems of this nature will help develop the facility of using time schedules.

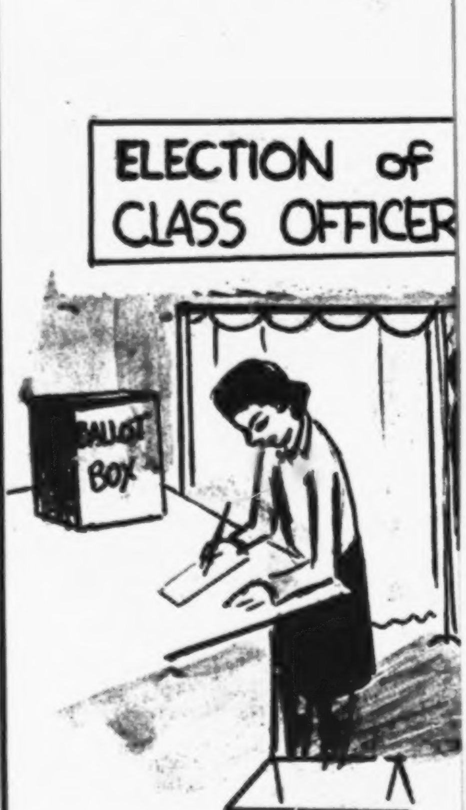
Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHAPTER VII

Persisting life problem #4

Learning to be a responsible citizen

CITIZENSHIP
• RIGHTS
• PRIVILEGES
• RESPONSIBILITY


ELECTION of
CLASS OFFICER
BALLOT
BOX

"The first requisite of a good citizen in
this Republic of ours is that he shall be
able and willing to pull his weight."
Theodore Roosevelt

CHAPTER VII. PERSISTING LIFE PROBLEM #IV.

LEARNING TO BE A RESPONSIBLE CITIZEN

INTRODUCTION

Definition

Learning to be a responsible citizen involves the acquisition of essential habits, attitudes, and skills necessary to understand our heritage; to understand and participate in governmental processes; and to understand and exercise the rights, privileges, and responsibilities associated with citizenship.

Point of View

A major objective of any school program is the development of civic responsibility. If society is to perpetuate itself, each individual must assume responsibility for contributing to its survival. Early in life, individuals must learn that they do not live alone, that they are not independent of society or law and order, and that all must contribute to the commonweal. It is not enough to receive passively the benefits accruing from belonging to a well-ordered society, all citizens must help maintain and build the society in which they live. Basic to an individual's effective participation in and contribution to society is the acquisition of a body of understandings and attitudes which serve as guides to how people interact and contribute to each other's welfare.

If the slow learner is to live independently in a well-ordered society, he too must have basic understandings of how that society operates and must be equipped to participate responsibly and effectively in his community. The school program must help him acquire these skills.

While society will make the same demands on slow learners as on any other citizens, experience has demonstrated that they are less well equipped to meet these demands than other citizens. A major role of the school is to equip the slow learner with necessary attitudes, understandings, and skills so that he can meet society's demands with reasonable success. If the slow learner cannot be an effective leader, he must be taught to be a responsible follower. If the intricacies of some governmental functions are too complex for his understanding, he must at least be helped to understand those functions which are necessary for his personal and family welfare.

He must be taught to participate in those activities which society demands of all citizens, such as military service, respect and obedience for law, voting, payment of taxes, conservation of resources, and social justice.

Teaching the slow learner to be a responsible citizen permeates all areas of the special class program. It is necessary for the school to identify

Point of View (continued)

those understandings and skills that the slow learner needs to know to be a responsible citizen.

It should be recognized that learning to be a responsible citizen is an active role that begins at an early age. It can best be taught by using the daily experiences that the slow learner faces as he lives and grows. For this reason, activities that develop responsible citizenship vary with maturity level. These activities and opportunities are present at all levels. The slow learner, at the younger age level, must be helped to understand as much of his world and its rules and associations as confront him in his day-to-day living. He will need help in understanding his role in the family, class, and school. The older slow learner must be helped to understand the involved and complex demands that come with adulthood and expanded community participation, such as driver license requirements, tax laws, voting regulations, labor regulations, military obligations, and others. In summary, the teacher should watch for opportunities to teach and encourage the development of good citizenship at all times.

The complex organization of society requires interpretation for the slow learner. Many of the understandings of society involve time and space concepts that present special difficulty for him. The younger child needs help to realize that he is part of a larger order. He should be helped to gain concepts of his relationship to his family, his family to the neighborhood, his relationship to his class, and the class to the school. As he matures, these relationships should be extended to the city, state, nation, and world. Trips to points of significance in the city, to important places in neighboring cities, and to the state capital can provide the slow learner with appreciation and understanding of his community, city, and state. Trips to various government agencies, such as those found in City Hall, Courthouse, and the Federal Building, can help give the older slow learner an appreciation and elementary understanding of the basic organization of our political society. The slow learner has limited powers of absorption; therefore, care must be exercised so that the major general concepts in understanding the complex organization of society are stressed rather than the details.

The American traditions and heritages that are commemorated by holidays, special days, or special weeks will need concrete-individualized development to permit the slow learner to gain proper understandings and the appreciation of them. The slow learner is usually concerned with his present without relating it to his past or future. The past or future course of society is, therefore, largely without much real meaning to the slow learner unless efforts are made to show its relationship to him. The slow learner needs to be exposed to some background of the ways in which the American heritage and its traditions have been developed. This will help him form standards to live by and to understand his basic rights, privileges, and obligations as a citizen.

The younger slow learning child requires experiences which illustrate that only by sharing and guaranteeing our democratic heritage to others

Point of View (continued)

can we enjoy our many freedoms. The older slow learner requires these understandings so that, when faced with military obligations, legal involvements, and patriotic activities, he can appreciate the "why" of his position or activity.

Being a responsible citizen in a democratic society requires individuals to function as group members. The slow learner often hesitates to participate in activities and to associate in groups with which he is not familiar. Therefore, he should be encouraged to gain group experience. Both the younger and older slow learner will need to gain experience in working as members of groups. They will have to be encouraged to partake in making and abiding by as many group decisions as possible. This participation will provide opportunities to weigh, analyze, and decide various issues. By participating in school-wide elections, student council, athletics, and other social functions, the older slow learner can begin to acquire and use those basic skills that he will need to become a responsible adult citizen.

The slow learner does not often become a leader in our society; therefore, emphasis on learning to become a good follower is important. He will need a great deal of help in learning to select the leaders he should follow. He is often easily impressed by superficial qualities. He is likely to accept statements at face value. It is important that early in life, slow learners be helped to evaluate leadership and to learn what characteristics should be possessed by a good leader. For the older child it is essential to continue the development of skills for selecting leaders. Probably, this can be done best by giving the slow learner opportunities for experiences in making leadership selections in class and school-wide elections. The slow learner, through this method, can be given help in seeing the cause-and-effect relationships of his action as a group member or citizen in a democratic society. The classroom and school scene can be used to show the relationships between voting and results.

Lastly, the problem of teaching the slow learner to be a responsible citizen involves two other major considerations. The first is that the changing complexity of citizenship requires that the slow learner remain informed despite his verbal and reading deficiency. The older slow learner needs help and guidance in learning to use effectively, common sources of information as the radio, TV, and the newspaper. It is reasonable to anticipate that the slow learner will be confronted with some problems that he lacks the ability to understand and resolve. Therefore, as a second consideration, it will be necessary to teach the slow learner how and where he may obtain reliable help. In the school program he should become familiar with the service of agencies, such as Family Service and Legal Aid, as well as with individuals to whom he can turn for help.

In summary, because the slow learner has a limited ability to meet the varied, complex, and new situations and problems associated with citizenship, it will be necessary for the school to anticipate and delineate those areas of difficulty and to provide experiences which will enable him to develop necessary understandings and skills to function as a responsible citizen.

PERSISTING LIFE PROBLEM #IV.---

General Outcomes for Group I - 6 through 9 Years

UNDERSTANDING HIS HERITAGE

1. Associates a few well-known persons and stories with holidays.
2. Begins to participate in patriotic customs.
3. Observes national holidays.

UNDERSTANDING HIS GOVERNMENT

1. Begins to be aware that people vote.
2. Knows the name of the President of the United States.

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

1. Develops an awareness of the rules set down by the authority in classroom, school, and community.
2. Shares in making the rules in the classroom.
3. Participates in making some simple group choices, recognizing that the decision of the majority will prevail.

General Outcomes for Group II - 10 through 12 Years

UNDERSTANDING HIS HERITAGE

1. Knows the well-known persons and stories associated with major holidays.
2. Begins to have some understanding of activities and customs associated with national holidays.
3. Takes an active part in celebration of holidays.

UNDERSTANDING HIS GOVERNMENT

1. Has some knowledge of the elective process.
2. Knows that the President of the United States is the leader of the country.

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

1. Begins to understand why rules are necessary.
2. Develops classroom rules and knows and obeys school and community rules.
3. Uses democratic methods to make choices.

PERSISTING LIFE PROBLEM #IV. --

General Outcomes for Group III - 13 through 15 Years

UNDERSTANDING HIS HERITAGE

1. Is familiar with some famous Americans.
2. Begins to understand the origin and significance of patriotic days, such as Independence Day, Memorial Day, Labor Day, Arbor Day, Veterans Day, Columbus Day, Flag Day, and Election Day.
3. Begins to explore the basic principles upon which the country was founded.
4. Participates in simple patriotic services in school, scouts, and clubs.

UNDERSTANDING HIS GOVERNMENT

1. Knows that persons elect government officials.
2. Begins to understand that all people have some form of government.
3. Develops some understanding of the organization and function of local, state, and federal governments.

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

1. Develops rules (laws) to live by in classroom, school, and community.
2. Knows need for laws and why they should be obeyed.
3. Knows some of the laws of the community that affect him concerning working, personal property, school attendance, and personal safety.
4. Realizes that citizenship means accepting responsibility.
5. Seeks help of authorities and agencies when confused or in trouble.
6. Participates in school-wide elections.
7. Acquires general information about the armed forces.

General Outcomes for Group IV - 16 through 18 Years

UNDERSTANDING HIS HERITAGE

1. Recognizes the contributions of some famous Americans to history.
2. Knows the significance of major holidays.
3. Understands the important basic principles inherent in the American way of life.
4. Participates in patriotic services.

UNDERSTANDING HIS GOVERNMENT

1. Knows basic structure of his city, state, and federal governments.
2. Knows that he has an obligation to secure some information about the persons for whom he votes.
3. Knows that the government exists for the welfare and protection of people.
4. Knows some of the basic principles of our form of government.
5. Knows that there are different kinds of elections, such as primary, special, and regular.

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

1. Obeys laws.
2. Knows how, when, and where to get help and advice of a legal and social nature.
3. Knows the mechanics of voting.
4. Understands that he must be ready to serve his country.
5. Understands and participates in student government.

LEARNING TO BE A RESPONSIBLE CITIZEN

Detailed Outcomes for Group I - 6 through 9 Years

UNDERSTANDING HIS HERITAGE

1. Associates a few well-known persons and stories with holidays.
    a. Knows that Columbus discovered America.
    b. Understands that Indians and Pilgrims were the first people to celebrate Thanksgiving in America.
    c. Recognizes Washington and Lincoln as great Americans.
2. Begins to participate in patriotic customs.
    a. Behaves in patriotic situations.
    b. Pledges allegiance to the Flag.
    c. Sings patriotic songs.
3. Observes national holidays.

UNDERSTANDING HIS GOVERNMENT

1. Begins to be aware that people vote.
2. Knows the name of the President of the United States.
    a. Can identify his picture.
    b. Associates importance with the President.

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

1. Develops an awareness of the rules set down by the authority in classroom, school, and community.
2. Shares in making the rules in the classroom.
3. Participates in making some simple group choices, recognizing that the decision of the majority will prevail.

LEARNING TO BE A RESPONSIBLE CITIZEN

Suggested Activities for Group I - 6 through 9 Years

UNDERSTANDING HIS HERITAGE

Have children recite the Pledge of Allegiance to the Flag each morning. Select a child who knows the Pledge from memory to serve as a leader.

Have class sing patriotic songs, such as "The Star-Spangled Banner," "America," and "God Bless America." Encourage the children to learn the words of these songs so that they can be sung from memory. Talk about such things as the necessity for standing and behaving oneself while these songs are being sung or played.

Give children an opportunity to learn how and when to display Flag. Choose different children to hold and display the Flag during the Pledge of Allegiance.

Encourage the young slow learner to take part in patriotic celebrations in the school by performing activities, such as marching in school parade, singing as a group, playing in the rhythm band, and filling Thanksgiving baskets.

Discuss with children the general meaning and significance of reciting the Pledge of Allegiance.

Discuss some of the basic reasons for observing major holidays.

Discuss how one handles the Flag and how it is displayed at school and home. Also talk about when and why we display our Flag on special days.

Have class dramatize stories with simple plots about Columbus, the first Thanksgiving, and incidents from Washington's and Lincoln's lives. Through this experience the young slow learner should begin to develop some understanding of the significance of these holidays.

Make pictures and develop other simple art projects which are associated with the observance of special holidays.

Make individual story booklets about Thanksgiving, Columbus Day, Washington's and Lincoln's birthdays. Booklets should contain pictures that the children can color and stories that they can read. The theme of the booklet should emphasize the main idea inherent in celebrating these important days.

Read and discuss stories about the Pilgrims, Columbus, Washington, Lincoln, and others. Have children tell what they like best about the stories.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO BE A RESPONSIBLE CITIZEN

Suggested Activities for Group I - 6 through 9 Years

UNDERSTANDING HIS GOVERNMENT

Display a picture chart of the President. Under the picture have two or three lines of material that children can read which identifies the picture. Stress the President's name and the fact that he is a very important person. Place poster on bulletin board so that children can become familiar with it.

Talk about how people choose the President. Children should begin to develop the concept that people vote for the President. Talk about the fact that most important leaders are chosen by the people through voting.

Give children opportunities to make simple selections and decisions.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

Have children vote on some of the issues which arise in the classroom such as the date for a party, choosing of a game or activity, or the selection of room helpers.

Have children help develop those classroom rules which are needed in maintaining a well-ordered classroom.

Have children choose the classmate who demonstrates the best citizenship for the week. The child chosen by the group should have his name placed on the bulletin board under a caption signifying good citizenship.

Make a good citizenship chart for the class. Use stars or some other form of marking as a reward for each child who complies with the requirements set forth by the class for good citizenship for the day.

Discuss the need for rules in school and community. Have children tell in their own words why it is necessary for children and adults to live within rules.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO BE A RESPONSIBLE CITIZEN

Detailed Outcomes for Group II - 10 through 12 Years

UNDERSTANDING HIS HERITAGE

1. Knows the well-known people and stories associated with major holidays.
    a. Is familiar with stories of Washington, Lincoln, Thanksgiving, etc.
    b. Recognizes some changes in times and customs.
2. Begins to have some understanding of the activities and customs associated with national holidays.
    a. Participates in patriotic customs, such as the Pledge of Allegiance.
    b. Sings the National Anthem and other patriotic songs.
    c. Uses appropriate manner in patriotic situations, such as standing for the Anthem and removing hat when the Flag passes.
3. Takes an active part in celebration of holidays.
    a. Decorates classroom.
    b. Participates in classroom or assembly programs.

UNDERSTANDING HIS GOVERNMENT

1. Has some knowledge of the elective process.
    a. Begins to know significance of Election Day.
    b. Becomes aware that one should show respect and loyalty to selected leaders.
2. Knows that the President of the United States is the leader of the country.
    a. Knows who is President.
    b. Realizes that people elect the President.
    c. Realizes that others help the President.
    d. Becomes aware that the President plays some role in current events.

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

1. Begins to understand why rules are necessary.
    a. Understands that breaking rules involves and endangers himself and others.
    b. Understands why one is expected to follow the direction of authority.
    c. Starts to develop self-control.
2. Develops classroom rules, and knows and obeys school and community rules.
3. Uses democratic methods to make choices.
    a. Begins to be aware of qualifications that an individual must have to hold a class or school job.
    b. Begins to vote by simple classroom ballot, show of hands, and oral expression.
    c. Knows he must abide by majority rule.

LEARNING TO BE A RESPONSIBLE CITIZEN

Suggested Activities for Group II - 10 through 12 Years

UNDERSTANDING HIS HERITAGE

Demonstrate and discuss the proper care of the Flag.

Have class repeat the Pledge to the Flag daily. Have children tell in their own words what the Pledge means.

Discuss reasons for proper behavior and attitude that children should demonstrate whenever the National Anthem is played.

Take a field trip into the business or downtown areas to see the displays associated with the celebration of patriotic holidays. Flag displays and decorative store windows can serve as ideas for decorating the classroom.

Develop skits that portray well-known episodes in the lives of famous citizens, such as George Washington, Abraham Lincoln, and George Washington Carver. Discuss the traits that made these people good citizens.

Plan and present skits that show "Then and Now" in regard to particular holidays or patriotic customs, for example, "Thanksgiving, Then and Now."

Develop skits showing episodes of historical or national holidays, such as "The First Thanksgiving."

Have children demonstrate the right and wrong way of caring for the Flag.

Display pictures of great Americans, such as Washington, Lincoln, Eddie Rickenbacker, Clara Barton, and others. Under their pictures, indicate with a short story why they were famous.

Make drawings of great Americans, depicting episodes in their lives.

Discuss class and school rules to help children understand what good classroom and school citizenship entails.

Have class make a holiday booklet with each page representing a different holiday.

Memorize and recite poetry related to patriotic events.

Set up a library corner or bulletin board display relative to a famous citizen or event.

Read stories telling history and/or circumstances surrounding the writing of some patriotic songs. Learn songs in the classroom.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

UNDERSTANDING HIS GOVERNMENT

Hold room elections for class representatives, club officers, team captains, or candidates for class or school jobs. Discuss qualifications needed for various jobs and evaluate candidates in terms of these qualifications.

Construct a cardboard voting booth and have children act out procedure. Use duplicated ballots to show methods of marking and voting by secret ballot.

Discuss why and how we should respect and be loyal to elected leaders.

Discuss the meaning of Election Day - which important national or local positions are to be filled.

Discuss interesting current news involving the President.

Display on bulletin board pictures brought in by the children showing various activities of the President. Print explanatory captions.

Display pictures of people who help the President, with brief captions explaining how they help.

Display pictures of "Presidents We Know." Include Washington, Lincoln, and any others children know.

Display chart showing all the presidents in order to help children realize that we have had many presidents.

Make a booklet about "Our President." Rewrite news stories about the President in simple vocabulary and short sentences.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

Have class share their personal experiences which illustrate acts of good citizenship. As examples of good citizenship, use such things as good deeds done at home or at school. Have children give reasons why they think that these deeds are examples of good citizenship.

Keep a good citizenship record chart for classroom. Use the chart to motivate children to practice good citizenship habits. Have class select items that appear on the chart. Use the development

Suggested Activities for Group II - 10 through 12 Years (cont'd)

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES (continued)

of the chart for a discussion on what constitutes good citizenship in the classroom and the school.

Choose a classroom citizen-of-the-week. Offer special recognition, such as a display of his picture in a special place with an emblem to denote the honor.

Discuss and list characteristics of a good citizen. Talk about how these characteristics may be shown at home, at school, and in the community.

Have the group discuss what incidents and behavior may detract from good citizenship.

Formulate class rules. Relate these to school rules to show that good citizenship extends to school and community.

Discuss newspaper headlines or articles brought in by children which show examples of good or poor citizenship.

Discuss problems presented by the teacher showing how an act of poor citizenship may involve and endanger others. For example, a child brings or throws a pop bottle on the playground. Is this an act of good citizenship? Could it involve or endanger others?

Develop a skit showing how good citizens react to different situations. The following can be used as themes for skits: Show how a good citizen exercises self-control; how a good citizen handles arguments; what a good citizen does with gossip; that good citizens avoid undesirable behavior, such as stealing and lying.

Collect pictures from magazines and newspapers that show good citizenship habits. Have children write captions under pictures telling what act of good citizenship the picture portrays. Make a display on the bulletin board of these pictures.

Draw pictures that show everyday situations where boys and girls can use good citizenship habits. Such everyday experiences as making new friends, helping young children obey the rules of the community can all serve as topics for pictures depicting good habits of citizenship.

Collect and write simple stories about how good citizenship habits pay positive dividends.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO BE A RESPONSIBLE CITIZEN

Detailed Outcomes for Group III - 13 through 15 Years

UNDERSTANDING HIS HERITAGE

1. Is familiar with some famous Americans.
   a. Becomes aware of general contributions of some people, such as Washington, Lincoln, Franklin, Carvet, Boone, and the Wright Brothers.
   b. Recognizes some of the characteristics that such leaders possessed.
   c. Knows that many different people made contributions to the development of his country.
2. Begins to understand the origin and significance of patriotic days, such as Independence Day, Memorial Day, Labor Day, Arbor Day, Veterans Day, Columbus Day, and Election Day.
3. Begins to explore the basic principles upon which the country was founded.
   a. Finds out that people came to this country for a variety of reasons.
   b. Is aware that basic rights were often gained through much sacrifice.
   c. Recognizes that the Constitution is a document that insures certain rights to all people.
4. Participates in simple patriotic services in school, scouts, and clubs.

UNDERSTANDING HIS GOVERNMENT

1. Knows that people elect government officials.
   a. Knows the names of major political parties.
   b. Knows the nature of a secret ballot.
   c. Knows that issues and offices should be decided on merit.
2. Begins to understand that all people have some form of government.
   a. Knows he lives in a democratic republic.
   b. Understands that there are other forms of government.
3. Develops some understanding of the organization and function of local, state, and federal governments.
   a. Begins to understand that the city government is composed of council, city manager, judges, and other officials and agencies.
   b. Begins to understand that the state government is composed of a legislature, governor, state courts, and other officials and agencies.
   c. Begins to understand that the federal government is composed of Congress, the President, the Supreme Court, and other officials and agencies.
   d. Begins to understand the relationship of the city, county, state, and federal governments.

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

1. Develops rules (laws) to live by in the classroom, school, and community.
2. Knows need for laws and why they should be obeyed.
3. Knows some of the laws of the community that affect him concerning working, personal property, school attendance, personal safety, etc.
4. Realizes that citizenship means accepting responsibility.
5. Seeks help of authorities and agencies when confused or in trouble.
6. Participates in school-wide elections.
7. Acquires general information about the armed forces.
    a. Has general idea of the function of the various branches of the armed forces.
    b. Can identify different branches of the armed forces by uniforms.

LEARNING TO BE A RESPONSIBLE CITIZEN

Suggested Activities for Group III - 13 through 15 Years

UNDERSTANDING HIS HERITAGE

Have pupils take part in the celebration of special days. Such activities as giving a skit, reciting poems, or singing, as part of a planned program for the celebration of holidays, can be participated in by children at this age level.

Use materials on brotherhood which develop concepts of basic human rights, equality of all men, and how to work for better understanding between people who differ.

Have a panel discussion of what basic rights are assured to all people under our Constitution. Have pupils discuss how these rights are sometimes denied to people; what people can do when they find out that their basic rights are being denied; and what pupils and citizens can do to insure that people are not denied basic rights and privileges they should enjoy as American citizens.

Have pupils identify characteristics of famous men. Make a chart of these characteristics. Have each pupil evaluate himself against the characteristics on the chart. Discuss how pupils may improve in the areas in which they fall short of the chart.

Read materials which point out the contributions of people of different racial and nationality backgrounds to the development of our country. Have pupils point out the similarity between these people of different racial and nationality backgrounds. Use this material to point out the value of integration of all kinds of people into our way of life.

Have the children write paragraphs describing well-known Americans for a "Guess Who" game. Have them read their paragraphs to the class. Have classmates answer the question: "Who is being described?" or "Who is this?". Talk about why or how pupils choose a specific famous American to match the description provided by their classmates.

Make booklets describing well-known Americans. Include in the booklet some of the prominent people in the development of early Cincinnati. Place emphasis on why these people are well known. List the characteristics that these people had which helped make them famous Americans.

Talk about the Constitution. Discuss how it guarantees all citizens certain basic rights. What are these basic rights?

Discuss the meaning of the Bill of Rights. Give pupils some insight into the reasons for the need of the Bill of Rights.

Have the class discuss and list all the rights they believe are guaranteed to them by law. In each case identify the recourse

UNDERSTANDING HIS HERITAGE (continued)

the pupil would have if these rights were violated.

Develop a skit showing the value of exercising good citizenship habits.

Give a skit in observance of a patriotic holiday. As the theme for the skit, use incidents in the lives of famous men. Have pupils, at the conclusion of the skit, talk about the good citizenship and characteristics demonstrated by the characters.

Make posters displaying some incident in the life of a well-known American. List below these posters the outstanding contributions and characteristics of this famous American.

Make a bulletin board display around the topic, "Qualities that a Good Leader Must Have."

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

UNDERSTANDING HIS GOVERNMENT

Have individual pupils in the class visit a student council session. Have them report to the class concerning the activities they observed. Use the class report as a basis for a discussion of the way in which the student council handles problems; how the council could improve its method of dealing with issues; what kinds of problems the student council should attempt to handle; and how the student council is of service in the operation of the school.

Make a booklet entitled, "City and State Governments." Have pupils find and cut out pictures of officials holding major city and state positions. Have children secure information for the booklet, such as names of the officials, jobs officials hold, the relation of these jobs to the welfare of citizens, and how various officials are selected for their jobs.

Have a member of student council talk to the class about the importance of membership and participation in school activities.

Discuss the meaning and advantages of a secret ballot. This discussion can be related to voting in a classroom or school situation. By using this life situation, pupils can be helped to see more easily the advantages of voting by secret ballot.

Discuss why it is necessary to have separation of governmental functions. Show the class how the basic rights and welfare of the

UNDERSTANDING HIS GOVERNMENT (continued)

people are protected by this division of governmental functions. Have a panel discussion about the method of voting and choosing a school council in high school. List ways that the choosing of council members could be improved.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

Take a class field trip to one of the local military service recruiting offices. Have the person in charge talk to the group about the functions of this branch of service and some of the advantages of serving in the armed forces.

Initiate suggestions for better school living to be brought before the student council, such as beautifying the building, improving the traffic in the halls, and keeping the halls clean.

Duplicate sample ballots and practice voting with different instructions, such as "Vote for no more than three."

Dramatize a short skit showing the advantages of living in a country with well-developed laws. Then contrast this with a skit showing how it would be to live in a place without laws to control the actions of people.

Prepare campaign material for candidates in room or school elections concerning their qualifications for the office. Make speeches.

Discuss such problems as "Vandalism on School Buses," "Respect for School Property," and "Why We Need Laws."

Invite recruiting officers of various branches of the armed services to come to the classroom to give information.

Bring in, label, and display pictures showing uniforms of different branches of the armed services.

Make a booklet entitled "Laws I Must Know." Have sections in the booklet concerning working, school, attendance, personal safety, and penalties for certain law violations.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO BE A RESPONSIBLE CITIZEN

Detailed Outcomes for Group IV - 16 through 18 Years

UNDERSTANDING HIS HERITAGE

1. Recognizes the contributions of some famous Americans to history.
2. Knows significance of major holidays.
3. Understands the important basic principles inherent in the American way of life.
    a. Accepts people who differ in race, religion, and social beliefs.
    b. Knows that the Constitution guarantees certain basic rights to all citizens.
    c. Realizes that it is the duty of all citizens to protect and guarantee these basic rights for all people.
    d. Understands the necessity of supporting the laws of the land.
4. Participates in patriotic services.
    a. Knows the meaning and significance of the Pledge.
    b. Handles the Flag properly.
    c. Uses proper decorum in patriotic ceremonies and when pledging allegiance.

UNDERSTANDING HIS GOVERNMENT

1. Knows the basic structure of his city, state, and federal governments.
2. Knows that he has an obligation to secure some information about the persons for whom he votes.
3. Knows that the government exists for the welfare and protection of people.
    a. Understands that people support the government through taxes.
    b. Is aware that people have certain rights and responsibilities.
    c. Understands some of the ways that people, agencies, and the government work together.
4. Knows some of the basic principles of our form of government.
    a. Knows why we call our government a republic.
    b. Knows the general meaning of such concepts as, will of the majority, protection of the minority, representation, and people's wish.
    c. Knows why political parties are important in our democratic form of government.
5. Knows that there are different kinds of elections, such as primary, special, and regular.

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES

1. Obeys laws.
    a. Knows that there are special laws governing the ownership of property, driving a car, contracts, and marriage.
    b. Realizes that people are protected by the law.
    c. Develops respect for law-abiding citizenship.

LEARNING TO BE A RESPONSIBLE CITIZEN

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES (continued)

   d. Knows one has a moral responsibility for assisting in law enforcement, such as appearing as a witness or jury member.

2. Knows how, when, and where to get help and advice of a legal and social nature.
3. Knows the mechanics of voting.
4. Understands that he must be ready to serve his country.
   a. Realizes the advantages of serving in the armed forces.
   b. Knows that there is a legal responsibility regarding his military obligation.
   c. Knows where to get information concerning service in the armed forces.
5. Understands and participates in student government.

LEARNING TO BE A RESPONSIBLE CITIZEN

Suggested Activities for Group IV - 16 through 18 Years

UNDERSTANDING HIS HERITAGE

Have the class take a field trip to well-known local historical landmarks and sites, such as Harrison's tomb, Grant's birthplace, or the Taft Museum. This activity can help the pupil establish a better appreciation of great Americans and their contributions to our way of life.

Assign the viewing of specific television shows pertaining to historical events of famous Americans. Have the class discuss the historical events they viewed.

Have the class discuss the freedom of communication in newspapers, radio, television, and, in general, public speech. Explain why the freedom of communication is necessary to the preservation of our way of life. Have the class talk about how this freedom is sometimes abused. Discuss the dangers in attempting to restrict the freedom of communication.

Talk about the Bill of Rights and the meaning of the things that it guarantees to all American citizens. Have the class list concrete examples of the freedoms in everyday experiences.

Talk about how the United States is represented in other countries by our ambassadors. Discuss the importance of having people represent you. This can be tied in with representation in the school council. Attempt to give the pupils a clear picture of the necessity for representation.

Conduct a group discussion on why it is important in a democracy to protect the rights of individuals and minority groups.

Have the class discuss freedoms that we enjoy in contrast to freedoms that other people of the world have.

Collect and discuss newspaper clippings and articles on centennials and other historical celebrations pertinent to local, state, and national governments.

Make a bulletin board display of famous Americans and their contributions to our way of life. Discuss the meaning of each famous American's contribution to our present way of living and thinking.

Also make a bulletin board display listing the historical highlights in the development of our country. These historical highlights can be illustrated with posters developed by the class.

Have the class give plays which develop significant concepts associated with the celebration of major holidays. Plays can stress such important concepts as why we celebrate Thanksgiving, the meaning of

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING HIS HERITAGE (continued)

the Fourth of July, and the important contributions of Washington and Lincoln.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

UNDERSTANDING HIS GOVERNMENT

Have the class take a field trip to visit local public works and government buildings, such as the water works, sewage disposal plant, city hall, the courthouse, and other government buildings. Through this type of field trip, the pupils can be helped to see how different agencies of the government work to help the citizens of our city.

Make a list of problems that are common to most large cities. Discuss what citizens can do to help solve these problems.

Have children make a booklet or dictionary of new terms. Terms, such as protection of the minority, representation, primary election, and will of the majority should be listed and explained in the pupil's own words.

Report on the elections held in the school, city, state, or federal governments during the course of the school year. Discuss how the results of these elections may affect class members and their families.

List the important current problems that are faced by the student council or the city council. These problems can serve as a basis for class discussion.

Make citizenship booklets. Devote sections of the booklet to such topics as "Laws Are Important," "Why All Citizens Should Vote," and "How Cities Serve Their Citizens." Have pupils illustrate the notebooks. Have pupils list the pertinent points and facts relative to each topic.

Have pupils list various governmental departments and agencies that they are acquainted with in city, state, and federal governments. Have pupils list how the services of each agency help people in the community.

Have pupils tell about school and community organizations to which they belong, such as the athletic teams, clubs, music groups, and church groups. Have pupils tell how these clubs or organizations

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING HIS GOVERNMENT (continued)

develop good citizenship traits in members.

Have individual pupils tell how they have helped their school or community. Use individual contributions to make a master list of the ways in which pupils can help their school and community. Use the points on the master list for discussion purposes.

Use the bylaws of the school student council for discussion purposes. Have the class trace the need, purpose, and logic of these bylaws. Discuss how laws could be improved.

Have a group discussion which will develop understanding of the concept that the voter is a lawmaker. Show that in other forms of government this function is frequently assumed by an individual. Stress that only in a democracy do people have an opportunity to vote and make laws indirectly.

Discuss "Why Do We Have Political Parties?"

Discuss the advantages to citizens and to the nation of having a two-party political system.

Have pupils talk about the areas in which they live. Have them tell how the area could be improved with better zoning laws, better enforcement of laws or through the provision of additional governmental services.

Use Boys' and Girls' Week campaigns to motivate discussion on the problems of choosing representatives. Have the candidates for the offices present their qualifications and platforms. Have class analyze their leadership qualifications and their proposed programs. Have each pupil indicate reasons for his voting choice. Discuss in class the soundness of the reasons that pupils used to support their voting choices.

Discuss in detail school elections. Attempt to bring out various issues and points in an election in order to help pupils make a wise voting choice.

Discuss the functions of various branches of government found at the city, county, state, and federal levels.

Discuss the significance of buying government savings bonds and stamps. Attempt to develop some pupil understanding of how the purchasing of government securities helps both his country and himself.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING HIS GOVERNMENT (continued)

Discuss the necessity of bond issues and tax levies. Talk about how money raised in these campaigns is used for the betterment of the community and its citizens.

Discuss the different forms of taxation, such as real estate, income, sales, and excise taxes. Attempt to develop pupil understanding of why these different forms of taxation exist. Pupils should also be helped to understand how these taxes will affect them. They should understand their obligations to pay taxes.

Have the class discuss how the state government provides for the health, education, and welfare of its citizens. Discuss how these services are paid for partially through taxes. Discuss the necessity of the state's assuming this responsibility.

Discuss the meaning and necessity of patriotism. Use newspaper reports and stories from magazines to motivate discussions on acts of patriotism; what happens when people are patriotic; and why patriotism is necessary to our way of life.

Discuss the various kinds of services that city and community governments provide for their people. Have the class discuss which agencies provide specific kinds of help; where these agencies are located; and why the services of these agencies are necessary to the community. Agencies, such as the Health Department, Family Service, Police Department, and the General Hospital, are the kinds of agencies with which the slow learner should be acquainted.

Make a bulletin board display showing how we are governed. Show how the city government relates to the state government and how the state relates to the federal government. Show how various branches of the government co-operate to bring about services to citizens.

Make a bulletin board display in which the kinds of taxes citizens pay are listed. Opposite the kinds of taxes, show what kinds of services tax monies provide.

Make a bulletin board display showing the services that the average citizen needs. Opposite the various services, list the agencies of the government that provide these services.

Make a bulletin board display showing how the voter is a lawmaker. Show that the voter is represented by people who make laws to protect and maintain the American way of life.

Develop a skit showing some of the individual rights that are guaranteed to citizens in a democracy. In another skit, contrast our way of life with other forms of government. Attempt to show how

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES (continued)

Obtain a list of instructions regulating voting in Cincinnati. Discuss the importance of each of the regulations.

Discuss the meaning and necessity of contracts. Talk about the seriousness of signing or co-signing all contracts.

Discuss the responsibilities that accompany owning and driving an automobile. Topics that can serve as a basis for discussion are driver's license, safety inspection, insurance, and the use of a car owned by someone else.

Discuss the problem of traffic violations. Talk about the seriousness of specific kinds of violations and the meanings of such terms as suspension, fine, and imprisonment.

Discuss how the laws of a community are designed to support and protect the people who obey them. Talk about the necessity of penalties when people disobey laws.

Have a panel discussion of why communities need laws.

Discuss the need for military service for their country when asked. Talk about the selective service law. Have pupils understand where and how to register for selective service.

Discuss such legal concepts as jury, jury summons, perjury, witness, and subpoena.

Discuss what moral obligations individuals have for living within the laws of their communities.

Discuss "Are Laws of Any Value to You?"

Make a bulletin board display showing the responsibilities of an American citizen. The display should emphasize such responsibilities as paying taxes, voting in elections, obeying laws, and maintaining properties.

Make a display showing how an individual's tax dollar is divided to provide various services for its citizens.

Have pupils make a booklet which provides information on the different branches of military service. Pictures and information can be secured from pamphlets which are available at the various recruiting stations. Have pupils note the requirements for joining the service and some of the advantages in becoming a member of the armed services.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING HIS CIVIC RIGHTS, RESPONSIBILITIES, AND PRIVILEGES (continued)

Get voting registration blanks; have the class practice filling in these blanks.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

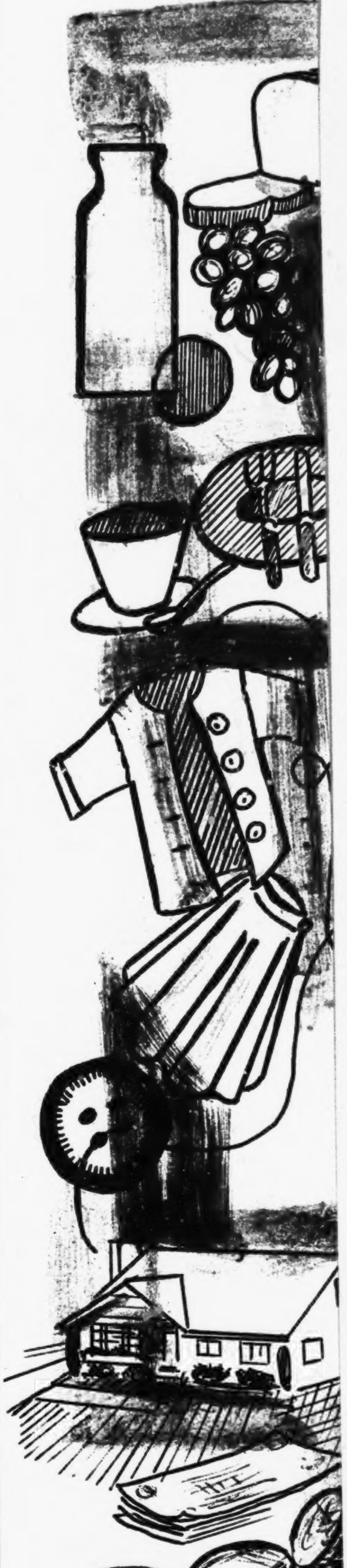
Suggested Special Activities for Group I through IV - 6 through 18 years

Consult the Curriculum Bulletin, Patriotism, Cincinnati Public Schools, 1962.

CHAPTER VIII

Persisting life problem #5

earning homemaking and family living



"In love of home, the love of country
has its rise."
Charles Dickens

CHAPTER VIII PERSISTING LIFE PROBLEM #V.

LEARNING HOMEMAKING AND FAMILY LIVING

INTRODUCTION

Definition

Learning homemaking and family living is a persisting life problem which involves acquiring essential habits, attitudes, understandings, and skills necessary for the feeding, clothing, housing, maintaining, managing, and safeguarding one's home and family.

Point of View

Solving the many and varied problems associated with homemaking is a persisting life problem faced, to some degree, by all people. Because of limited mental capacity, slow learners without training will often be unable to solve adequately some of the problems associated with successful family living and homemaking. Slow learners as a group will become home owners, parents, and homemakers regardless of how adequate they are. Many slow learning children will come from homes where low standards of homemaking and family living exist. Often these homes will not provide the training necessary for developing efficient homemakers. Therefore, equipping the slow learner with the skills to function acceptably as a family member, the head of a household, or a parent becomes a major task of the school. Successful community living has its foundation in successful family living. Consequently, it is essential that the slow learner acquire those skills, attitudes, and habits that will help him to become an effective member of his family and community.

In order to develop an effective school program, it is necessary to recognize those deterrents which the slow learner must overcome if he is to develop homemaking and family living skills. Three major deterrents can be identified. These are related to the slow learner's home environment, his low income, and his inability to understand some of the complex processes associated with modern day homemaking.

The school's homemaking and family living program must recognize that one major deterrent to the slow learner's becoming an adequate homemaker and family member is the fact that he often has no prototype within his own environment which will provide him with the necessary image or experience from which he can learn.

Many slow learners will come to school with little or no knowledge of such common homemaking and family living practices as seeing the necessity of regular meals, maintaining personal hygiene when handling food, setting a table properly, keeping clothes clean and mended, and planning economical and nutritious meals.

Point of View (continued)

Often the slow learner's home will offer few patterns to follow and will provide sparse opportunities for experiences which develop skills associated with adequate homemaking and family living. The major role of the school's homemaking program for the slow learner should be the concentration on the development of basic homemaking habits and skills. Often these skills are learned incidentally by more able children.

Therefore, the homemaking program for the slow learner must devote considerable time to teaching such basics as simple table setting, table etiquette, or proper clothing care. Many of the more technical and abstract materials often taught children with normal intelligence will not be readily understood or be of appreciable value to the slow learner. For instance, activities such as studying the history of various textiles; learning about family life in other parts of the world; or understanding mineral, caloric, and vitamin content of food usually will have little meaning or value to the slow learner. Essentially, homemaking for the slow learner must emphasize fundamental, practical, and useful concepts. Consequently, activities should be utilized which provide opportunities for learning such things as washing dishes, ironing, cleaning, bedmaking, cooking, and sewing.

The low income potential of the slow learner is the second major deterrent which the school must recognize in developing an effective homemaking and family living program. The reality of the slow learner's becoming a relatively unskilled worker with a limited income will permeate all aspects of his family living. It is imperative that the school program in homemaking and family living be compatible with the fact that most families of slow learners will have marginal incomes. This will have implications for the school's homemaking program in the skills taught, the attitudes developed, and the values inculcated.

Because of the low income potential, the school's homemaking and family living program should develop certain basic skills in the slow learner. Particular stress must be placed on developing such skills as buying wisely, learning how to budget, understanding credit, sewing, cooking economical and nutritious meals, refinishing furniture, painting, home repairs, and the construction of certain household articles.

The values and attitudes associated with homemaking which the school program attempts to develop must be in keeping with the limitations imposed by a low income. The slow learner must be helped to set realistic goals for himself and his family. The school program must develop values and attitudes which are in harmony with socioeconomic values and attitudes held by the segment of society in which he will live. He will need to develop values and attitudes that will help him accept such realities of life as using the laundromat instead of owning their own expensive equipment; making use of secondhand clothes rather than purchasing costly clothing; utilizing community recreation centers rather than seeking and participating in expensive forms of entertainment; refinishing furniture rather than buying period pieces; learning

Point of View (continued)

how to use community health resources to meet certain medical needs; and avoiding status symbol buying.

The slow learner's success as a homemaker will be dependent upon the school's ability to help him develop realistic values, attitudes, and useful skills compatible with his economic and social station in life.

A third deterrent to the slow learner's becoming an efficient homemaker is related to the fact that homemaking has become extremely complex. Homemaking and family living are particularly complex for the slow learner because many of the aspects of homemaking require the use of a wide range of skills in which the slow learner is not proficient. For example, in order to bake, the slow learner must have a knowledge of reading and certain measuring concepts; or to buy economically, he must be able to evaluate a number of rather abstract factors, such as collecting and analyzing information. Because the slow learner does not have proficiency in such related and necessary skills as reading, measuring, evaluating information, and seeing cause and effect, the complexities of successful homemaking become a more formidable problem. The slow learner can be helped to improve his ability to function in homemaking activities by providing him with many firsthand and concrete experiences, such as shopping, meal planning, and caring for infants.

Simple budgeting, elementary consumer economics, and basic home management and maintenance should be taught as parts of specific units in the homemaking program. In general, a good homemaking program for slow learners can be developed within the structure of what is commonly known as home economics.

Whenever possible, some of the more difficult and complex homemaking activities should be modified or adapted to meet the slow learner's limitations. Some of the most effective adaptions of complex homemaking activities can be made by teaching the slow learner to use simplified methods, materials, and products. In recent years, the development of many packaged and frozen foods, prepared cake mixes, instant puddings, gelatins, canned soups, and biscuit mixes have given the slow learner a way to attain certain homemaking skills which were previously beyond his level of accomplishment. The homemaking program should teach slow learners to use those prepared products that insure a high level of homemaking performance.

At last and possibly the most important problem related to the complexity of homemaking and family living is child care. Despite the fact that the slow learner is limited, he will marry and raise a family. Society will hold him responsible for the welfare of his family and will exact certain duties from him. The slow learner not only will have to feed, clothe, and house his family, but will also need to provide guidance to his children for the development of acceptable patterns of ethical, moral, and spiritual behavior.

Point of View (continued)

In short, society will expect the same standards of child rearing and care from the slow learners that it expects from all other people. This will mean that in some cases the slow learner must provide his family with a higher standard of child care than was provided for him. Society's demands and expectations for the slow learner places a tremendous burden on the school's homemaking program. Frequently, the school will be entrusted with the responsibility of upgrading vital child care skills of slow learners so that the children of slow learners will be adequately equipped to take their places in society.

In order to insure that slow learners will master the principles of adequate child care, the school program must specifically identify areas of child care in which it is anticipated that the slow learner will have difficulty. These areas will include knowing how to take care of children; understanding some of the emotional and physical needs of young children; understanding some of the responsibility that is associated with parenthood; and knowing how and where to obtain medical advice and help.

In summary, one of the most important tasks of the school program is to help the slow learner acquire the understanding, basic skills, and proper attitudes and habits to become a successful homemaker and family member. Successfully meeting this persisting life problem will have far-reaching, positive effects on the slow learner, his family, and community.

PERSISTING LIFE PROBLEM #V. --

General Outcomes for Group I -- 6 through 9 Years

FOOD

1. Knows names of common foods.
2. Experiences buying food items in stores.
3. Helps prepare some simple foods.
4. Experiences eating different and new foods.
5. Begins to practice table manners.

CLOTHING

1. Dresses and undresses self with reasonable skill.
2. Begins to take care of clothing.
3. Begins to know what clothing is suitable for different kinds of weather and activities.

FAMILY AND CHILD CARE

1. Begins to develop an awareness and tolerance for the incapabilities of less mature children.
2. Helps teacher or parent care for less capable children.

HOME MANAGEMENT AND MAINTENANCE

1. Begins to appreciate his home.
2. Begins to participate in home care under supervision.
3. Begins to develop an awareness that different types of homes and neighborhoods exist.

General Outcomes for Group II - 10 through 12 Years

FOOD

1. Knows importance of eating three regular meals daily.
2. Knows which foods are usually eaten at certain meals.
3. Begins to shop independently for some food in neighborhood store.
4. Knows simple preparation of some foods.
5. Knows need for cleanliness when handling food.
6. Knows and practices basic table manners.

CLOTHING

1. Knows how to dress self.
2. Takes some care of personal clothing.
3. Begins to wear clothing appropriate for different seasons and occasions.
4. Accepts and wears clothes that family provides.

FAMILY AND CHILD CARE

1. Understands that young children are less capable and need tolerance, protection, help, and supervision.
2. Takes care of younger children in the home when parents are absent or busy.
3. Begins to take some care of baby sister or brother for short periods of time.
4. Accepts the responsibility for helping or caring for less capable children.
5. Begins to know what to do in certain emergencies.

HOME MANAGEMENT AND MAINTENANCE

1. Develops pride in caring for his home.
2. Demonstrates respect for property.
3. Begins to understand some reasons for differences in houses and neighborhoods.

General Outcomes for Group III - 13 through 15 Years

FOOD

1. Begins to understand how to buy food skillfully and economically.
2. Knows some of the basic skills in meal planning.
3. Prepares simple meals independently.
4. Understands the importance of practicing good eating habits, such as regular meal hours, pleasant atmosphere, and eating together as a family.
5. Knows how to set and clear the table.

CLOTHING

1. Accepts desirable standards of dress.
2. Begins to consider the economics of purchasing clothing.
3. Takes major responsibility for care of personal clothing.
4. Makes simple garments and accessories.

FAMILY AND CHILD CARE

1. Understands some emotional needs of younger children.
2. Understands some of the physical needs of younger children.
3. Knows how to take care of a young baby.
4. Knows what to do in case of an emergency.
5. Understands the responsibilities of a baby-sitting job.
6. Begins to understand that his family is the source of love, support, and protection.

HOME MANAGEMENT AND MAINTENANCE

1. Understands how and why a home should be kept clean and attractive.
2. Helps to keep home clean and attractive by working independently on housecleaning chores.
3. Knows how to use mechanical equipment in the home, such as washing machine, sewing machine, vacuum cleaner, electric iron, and stove.
4. Understands simple yard care.
5. Performs simple maintenance, such as painting and wall washing.
6. Knows how to use the home for entertaining.
7. Knows how to house and care for pets properly.
8. Begins to understand how utilities serve in the home.

General Outcomes for Group IV - 16 through 18 Years

FOOD

1. Buys food skillfully and economically.
2. Knows adequate sanitary measures in handling and preparing foods.
3. Plans and prepares nutritious and economical meals.
4. Knows methods of storing and preserving food.
5. Knows the value of leftovers and how to use them.
6. Serves meals skillfully.

CLOTHING

1. Dresses neatly and suitably for different occasions.
2. Mends, cleans, launders, and stores own clothing and that of family.
3. Plans for and purchases own clothing.
4. Helps plan family clothing purchases.
5. Makes some clothing for self and others.
6. Has some knowledge of fabrics.
7. Understands care of various fabrics and leather products.
8. Knows value of rotating clothes and shoes.

FAMILY AND CHILD CARE

1. Knows how to obtain and take care of necessary medical records for children.
2. Knows where and how to get medical advice for children.
3. Knows importance of prenatal care.
4. Performs efficiently the functions necessary to good child care.
5. Knows how to handle emergencies involving young children.
6. Knows importance of teaching children moral and spiritual values, including honesty, fair play, obedience, sincerity, and respect for others.
7. Understands some of the responsibilities of parenthood.
8. Understands the importance of the family to the individual, community, and society.

HOME MANAGEMENT AND MAINTENANCE

1. Knows and performs skills necessary for management and maintenance of a clean, attractive home.
2. Uses home equipment appliances in a skillful and proper manner.
3. Knows about emergency services for the home.
4. Knows what to look for in buying equipment and furniture, such as practicality, durability, and suitability.
5. Knows how to choose a place to live.

LEARNING HOMEMAKING AND FAMILY LIVING

Detailed Outcomes for Group I - 6 through 9 Years

FOOD

1. Knows names of common foods.
2. Experiences buying food items in a store.
3. Helps prepare some simple foods.
4. Experiences eating different and new foods.
5. Begins to practice table manners.
    a. Uses spoon, fork, and knife.
    b. Tries to eat with a reasonable degree of neatness.

CLOTHING

1. Dresses and undresses self with reasonable skill.
    a. Manipulates buttons, zippers, snaps, etc.
    b. Puts shoes, overshoes, and gloves on properly.
    c. Laces and ties shoes.
2. Begins to take care of clothing.
    a. Knows how to hang up clothing properly.
    b. Tries to keep clothing clean and neat while wearing.
    c. Knows to wear apron or smock when doing messy work.
    d. Knows to change school clothes for play clothes at home.
3. Begins to know what clothing is suitable for different weather and activities.

FAMILY AND CHILD CARE

1. Begins to develop an awareness of and intolerance for the incapabilities of less mature children.
2. Helps teacher or parent care for less capable children.
    a. Cares for less mature children in the classroom, bathroom, lunchroom, and playground.
    b. Helps dress and undress younger children.

HOME MANAGEMENT AND MAINTENANCE

1. Begins to appreciate his home.
    a. Begins to take pride in his home.
    b. Begins to understand the importance of having a home.
    c. Begins to understand simple concepts of property rights.
2. Begins to participate in home care under supervision.
    a. Helps with simple cleaning tasks.
    b. Helps with simple yard tasks.
    c. Begins to show respect for property during play activities.
    d. Practices acceptable behavior in homes of others.
3. Begins to develop an awareness that different types of homes and neighborhoods exist.
    a. Begins to understand specific room functions in a home.
    b. Begins to understand that people live in different types of homes.

LEARNING HOMEMAKING AND FAMILY LIVING

Suggested Activities for Group I - 6 through 9 Years

FOOD

Plan a trip to a food store or market to purchase food items. Discuss which items are to be purchased, where to find them in the store, and how to buy them.

Construct a play store out of boxes or playhouse frame. Empty food boxes, clay or papier-maché foods may be used. Make play money for use in the store.

Encourage children to eat in the school lunchroom and to eat foods unfamiliar to them.

Arrange classroom parties, breakfast, and lunch. Have children help purchase and prepare foods for the party. Gelatins, instant puddings, apple sauce, and juices are examples of some foods that may be prepared in the classroom.

Practice simple table manners and use of eating utensils at room parties. Children can practice simple manners, such as waiting until all people are served before beginning to eat; remaining in seats until everyone has finished eating; taking small bites of food; not talking with food in mouth; not blowing hot food; and eating without unnecessary noises.

Have children help clean up after parties by disposing of refuse, washing dishes, sweeping the floor, and putting dishes away.

Use the playhouse for opportunities to set tables, play with dishes, and have make-believe parties.

Plan a field trip to a farm. From this activity children will gain some basic understanding of the sources of common foods.

Talk about different kinds of foods, such as fruits, vegetables, meats, and dairy products. Discuss sources of foods and how they grow.

Discuss the use of good manners at the table when eating.

Plan the step-by-step procedure for preparing foods to be used for parties.

Play lotto-type games. A game of this type may be constructed around the idea of going to the store. Children cover picture of fruit or vegetable that teacher names.

Play riddle games in which children describe the characteristics of a fruit or vegetable. The other children guess what has been described.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

FOOD (continued)

Make picture puzzles of various foods. Cut pictures into six to ten pieces.

Make scrapbooks of different foods. Have class help write a simple sentence or caption for each picture.

Prepare charts and chart stories of various groups of foods with food correctly labeled. Prepare corresponding cards and pictures of words used to play matching games.

Compile a food dictionary by matching pictures to a word list.

Have teacher demonstrate simple table setting and proper use of the spoon, fork, and knife.

Display posters to illustrate simple table setting of dishes and silverware.

Make costumes for a food parade from paper bags and kraft paper. Have children paint or draw large pictures of fruits or vegetables on the paper. Have each child describe the fruit or vegetable that he has made. Have him tell the class at which meal it could be eaten.

Read stories, learn poems, or sing songs about food.

Acquaint and encourage the children to try new foods. The teacher may prepare individual charts listing a large variety of foods. A check system can be used to check off those foods the child eats; and, as new foods are introduced and tried in school or at home, they are checked off or noted on the chart.

Display picture with appropriate caption showing good table manners.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

CLOTHING

Provide sufficient time and opportunity for children to fasten buttons and snaps, close zippers, tie shoe laces, and put on various articles of clothing. Recess, outdoor play periods, and dismissal may be utilized to give purpose to the activity of learning to dress oneself.

Demonstrate on child's own clothing how to fit catch into the zipper slide, match buttons to buttonholes, and fasten snaps. Provide periods for children to practice.

Demonstrate how to hang clothing on hooks or hangers in coat room. Each child can be provided with his own hanger or hook. These may be marked by putting names or pictures above the hook. Children will hang their own clothing upon arrival at school. A coat room helper can check on this activity and assist those children needing help. Make self-help devices for zipping, buttoning, lacing, and tying; and let child practice these skills.

Talk about why good clothes should not be worn at play; how to keep clothes looking nice; and what clothing should be worn for certain kinds of weather.

Make lotto-type games showing different kinds of clothing.

Use a real adult shoe for teaching children how to lace and tie shoes. Secure the shoe to a wooden board which can serve as a base. Have children place their shod foot inside the adult shoe. Through this method, the child will have actual practice in lacing and tying a shoe as it will appear on his own foot. Have them practice lacing and tying.

Draw, paint, or cut out pictures of clothing for different seasons and activities.

Talk about the appropriateness of the clothing for the particular season.

Make clothes to dress paper dolls. Dress dolls from play corner according to seasonal changes.

Provide old shirts, aprons, or smocks to wear when painting at the easel or doing other messy activities. Simple oilcloth aprons may be made by the children. This procedure will help children develop some basic understanding in the care of clothing.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

FAMILY AND CHILD CARE

Assign more capable children in room to be helpers to less capable children. They can give help when needed in the following tasks:

Taking a child to the lunchroom to help him with his lunch;
Helping to keep the child with the group during recess and noon playtimes;
Helping a child put on difficult articles of clothing;
Taking a child to wash hands and get a drink.

Assign a more capable child to take a less capable child as his partner when the group goes on trips or excursions.

Talk about when and how children can help one another; why tasks are easier for some children than for others; and ways in which children can be good helpers in school and at home.

Display pictures showing various ways children can help one another.

Dramatize situations in which children help one another. Children will show how and what they would do to help a child find the bathroom or go to the lunchroom. Use play equipment in the room to dramatize similar situations.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

HOME MANAGEMENT AND MAINTENANCE

Assign room housekeeping duties, such as feeding and caring for pets, watering plants, sweeping floors, and washing tables.

Make seasonal classroom decorations, such as murals, pictures, and constructed articles.

Make attractive covers for chairs from material. Individual names may be put on these with crayon.

Provide and decorate individual boxes for pencils, crayons, etc.

Provide a certain place or table for books, magazines, toys, etc. Whenever any item is used, children should know where it is to be returned. A child may be given the responsibility of seeing that this operation is carried out.

Allow sufficient time for cleaning up after classroom activities.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

HOME MANAGEMENT AND MAINTENANCE (continued)

Be sure children know where housekeeping equipment is kept and have easy access to it. Clearly mark where scissors, paste, and other supplies are kept. Early and frequent opportunity to clean up will help establish good habits.

Talk about what a family does at home. In the discussions emphasize such family activities as preparing food, planning picnics, playing, reading, listening to the radio, watching television, and having friends visit.

Discuss how one should act when visiting or playing in the homes of friends.

Dramatize the use of good manners when visiting a friend.

Make a picture of one's house; emphasize any distinguishing characteristics.

Take a walk in the neighborhood to observe the types of homes in which families live - single or multiple dwellings. Children may point out where they live, and a comparison of the different types of homes can be made. It can also be noted what makes yards and homes attractive.

Collect and display magazine pictures showing the different rooms in a house. Discuss the functions of these rooms or how families use these rooms in their homes.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING HOMEMAKING AND FAMILY LIVING

Detailed Outcomes for Group II - 10 through 12 Years

FOOD

1. Knows importance of eating three regular meals daily.
2. Knows which foods are usually eaten at certain meals.
3. Begins to shop independently for some food in neighborhood stores.
4. Knows simple preparation of some foods.
5. Knows need for cleanliness when handling food.
6. Knows and practices basic table manners.
    a. Helps set the table.
    b. Uses the spoon, fork, and knife properly.
    c. Uses simple table courtesies.

CLOTHING

1. Knows how to dress self.
2. Takes some care of personal clothing.
    a. Changes outer garments, underwear, and socks daily.
    b. Washes simple articles of clothing.
    c. Helps with washing and ironing clothes.
    d. Sews on buttons and mends ripped seams and hems.
    e. Cleans and polishes own shoes.
    f. Knows how to adjust clothes.
3. Begins to wear clothing appropriate for different seasons and occasions.
4. Accepts and wears clothes that family provides.
    a. Wears used clothing agreeably.
    b. Shares clothes with other members of family when necessary.

FAMILY AND CHILD CARE

1. Understands that young children are less capable and need tolerance, protection, help, and supervision.
2. Takes care of younger children in the home when parents are absent or busy.
    a. Plays carefully with young children.
    b. Knows how and when to feed young children.
    c. Helps put young children to bed.
    d. Keeps young children away from dangers in the home and outdoors.
3. Begins to take some care of baby sister or brother for short periods of time.
4. Accepts the responsibility for helping or caring for less capable children.
5. Begins to know what to do in certain emergencies.

Detailed Outcomes for Group II - 10 through 12 Years (cont'd)

HOME MANAGEMENT AND MAINTENANCE

1. Develops pride in caring for his home.
    a. Helps to keep home clean by performing routine chores under direction, such as cleaning rooms, making beds, dusting, and washing dishes.
    b. Performs regular duties that help in the efficient running of the home, such as carrying out the garbage, going to the store, and watching younger children.
    c. Performs tasks to keep yard attractive.
2. Demonstrates respect for property.
    a. Knows that he should avoid defacing or damaging property.
    b. Admits personal responsibility for damage to property.
    c. Behaves properly when visiting or playing in homes of friends.
3. Begins to understand some reasons for differences in houses and neighborhoods.
    a. Begins to understand relationship between family size and home needs.
    b. Begins to understand that family finances affect housing and neighborhood choice.
    c. Begins to understand that people have some control over home and neighborhood conditions.

Suggested Activities for Group II - 10 through 12 Years

FOOD

Plan a classroom lunch or breakfast. Have children plan, buy, and prepare the food. Manners, use of silverware, and table setting may be emphasized in this activity.

Make simple salads and desserts in the classroom. Children may prepare the same dessert or salad for a meal at home. Report to the class about the experience.

Take a trip to the school cafeteria. The trip should take the children behind the scenes into the kitchen to see how food is prepared. Discussions about cleanliness and the work of the various people can be carried on upon return to class.

Select a group of children to report on menus served at school for a week. Children can discuss why certain food combinations are used and how balanced and nutritious the meals are. Discuss foods that are unfamiliar to the majority of the children in the class and thus not usually eaten when served in the cafeteria. Discussions about such foods as broccoli and asparagus may encourage some children to try these foods.

Take a trip to the supermarket to note how foods and counters are arranged. Use this experience for preplanning for room grocery store. Have children bring in sample cans and boxes of foods. Permit children to shop at the store for a balanced breakfast, lunch, or dinner.

Demonstrate the use of a manual can opener. Permit children to use it so they may learn how to operate one.

Prepare simple recipes and mixes in the classroom, such as gelatins, custards, and hot chocolate.

Conduct discussions about topics such as the following:

"How to Behave in a Store."
"Why and How We Use Good Table Manners."
"Some Good Table Manners."
"Why Growing Girls and Boys Need to Eat Regular Meals."
"What Foods Can Be Eaten Raw"
"What is a Snack."
"How the Seasons Affect the Foods We Purchase."
"The Words That Tell Us Where to Find Certain Foods at the Market."

Develop a skit showing good table manners.

Develop a skit showing the importance of knowing how to use a napkin, set a table, or correctly serve food.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

FOOD (continued)

Using the schoolroom grocery store, have children act out buying at the store with a clerk and a customer. Each child can prepare his shopping list and have a certain amount of money to spend. Both clerk and customer can figure out the amount spent and determine the change.

Develop a skit showing how to eat in a restaurant and serve oneself at a cafeteria or smorgasbord.

Have a puppet show demonstrating the importance of eating regular meals or the importance of eating nutritious foods.

Make and display pictures depicting good table manners.

Cut out or draw pictures of well-known foods that tend to keep children healthy.

Make clay figures of foods showing a balanced meal.

Make place mats, and draw pictures on the mats showing proper table setting.

Make a display showing the importance of eating three regular meals a day. Show that children who eat regular meals are happy, wide-awake, and energetic.

Dramatize eating at a restaurant. Have children make menu cards with various foods listed. Permit children to order a breakfast, lunch, or dinner. This activity will enrich the child's skill of knowing which foods are eaten at various meals.

Develop a display showing how one practices cleanliness around food. Washing hands, wearing an apron, covering hair, and using a spoon for tasting foods could be illustrated as some of the practices.

Permit each child to make a place setting out of construction paper. This will include a plate, glass, cup, saucer, knife, fork, spoon, and napkin. Each child may use and demonstrate with his place setting how to set the table, hold the utensils, and use the napkin. Table courtesies may also be practiced. Display a teacher-made chart of correct place setting to re-emphasize this learning situation.

Arrange food groups with appropriate captions in the grocery store or on a table.

Develop a vocabulary of words one needs to know when shopping.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

FOOD (continued)

Make a picture dictionary of foods.

Provide a table, tablecloth, and dishes for children to practice setting a table.

Play games such as "Filling A Basket," "Miss Sue," "Here I Come," "Farm Lotto," and "Food and Grocery Store Lotto." These Games will help familiarize the children with names of various foods.

Make a scrapbook titled "What Foods I Eat at Different Meals."

Read stories about sources of food and how it reaches the city.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional appropriate materials and ideas.

CLOTHING

Practice sewing on buttons and mending ripped seams and hems. Use old items of clothing for children to practice on while learning how to do these operations.

Construct a shoeshine kit as a class project. Set up a good grooming corner where shoeshining materials are available for use by children.

Help in dressing younger or less capable children under the teacher's direction or with the teacher's help.

Compare similar articles of clothing to learn about sizes. Children can make a list showing their sizes for various articles of clothing. This activity can be repeated at a later date to note size change.

Conduct discussions on how to dress appropriately for the weather; why it is necessary to change clothing frequently; what to wear to a party, to play ball, to go to school, or to church; and what colors look well together.

Demonstrate how to wash small items of personal clothing by hand; how to brush and hang clothing correctly; and how to clean and polish shoes.

Make posters which show some of the things that one can do to make clothing last longer and look better. Regular cleaning, pressing, hanging, and repairing may be emphasized.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

CLOTHING (continued)

Make charts showing different seasons and occasions with proper attire for each.

Make posters showing how much better we look when we sit and stand correctly.

Make a chart showing clothing needs for seasonal and atmospheric conditions.

Make a display of swatches of cloth showing different colors, textures, and designs. Arrange swatches so that children can handle them to make attractive color combinations.

Develop skit showing what one should do before taking clothing to the dry cleaner.

Develop skit to demonstrate proper attitudes toward wearing second-hand or hand-me-down clothing.

Have oversize clothing available, such as a sweater, skirt, shirt, trousers, and socks. Have children demonstrate some ways of adjusting clothing to fit. Following are some examples: roll up the sleeves or cuffs; turn the waisband neatly; fit the sock at the heel and turn the toe part under.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplememtary Book List for additional appropriate materials and ideas.

FAMILY AND CHILD CARE

Have certain responsible children help the teacher dress young, less capable children in the room at recess or dismissal; care for children in a fire or air-raid drill; and take them to the bathroom, lunchroom, and nurse's room.

Establish a big sister or brother relationship among class members.

Conduct discussions concerning what to do in case of an emergency when caring for young children; what to remember when taking care of them; and how to play safely with them.

Use newspaper articles about accidents involving young children to stimulate discussion about exercising safety measures when caring for them.

Develop skits which show how to handle emergencies which arise when caring for a child.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

FAMILY AND CHILD CARE

Dramatize situations involving safety precautions which should be taken when caring for children.

Make a bulletin board poster or series of posters around the theme "Safety Rules to Follow When Caring for Young Children."

Develop a mural around the theme "Things to Remember When Caring for Young Children."

Illustrate such things as washing hands before feeding, ways of entertaining, and keeping away from dangers. These points can be illustrated by posters or pictures cut from magazines.

Discuss play activities which children of different ages may enjoy.

Use a doll to demonstrate feeding young children. Show how to hold a bottle, feed with a spoon, and use a cup.

Dramatize putting a child to bed. Emphasize washing face and hands, putting on night clothes, talking calmly, and telling appropriate stories.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

HOME MANAGEMENT AND MAINTENANCE

Make window flowerboxes for the playhouse.

Make real window flowerboxes for home use.

Keep desk, room, and school corridors neat. A weekly clean-out routine for desks will help establish this habit of neatness.

Have a school clean-up campaign. Children can be helped to understand that writing and drawing on walls and fences on school premises are not permissible.

Have children pick up and dispose of litter on the playground and at home. This can be done effectively by organizing a class clean-up patrol.

Help beautify the home and school grounds by spading, planting, and cutting grass. This activity can become a class project.

Visit a new home under construction at various stages of the work. This will give the children some idea of the length of time re-

Suggested Activities for Group II - 10 through 12 Years (cont'd)

HOME MANAGEMENT AND MAINTENANCE (continued)

quired to build a house and also some of the things involved in the building.

Make a "city" of boxes showing different types of homes, such as an apartment building, a two-family house, and a single-family dwelling.

Make a "city" of boxes painted and numbered to represent the homes of classmates or the neighborhood surrounding the school. Put in well-known landmarks, different streets, and homes of children in approximate positions.

Make a scrapbook of different rooms in the house. Children may use magazine or newspaper pictures.

Talk about the needs of a good home.

Conduct discussions about who lives in homes and why homes are needed.

Discuss why garbage must be wrapped before disposing of it.

Talk about where children can play so that property is not damaged; what games are good to play when the play space is small; and how a child can be a good visitor in another's home.

Dramatize the story of "The Old Woman Who Lived in the Shoe" and what she could have done when her family outgrew their home.

Have a skit to illustrate how to act when visiting a friend.

Cut and arrange a neighborhood frieze from pictures of homes found in magazines. Have each child choose one of these homes as his own. Permit him to find interior and garden pictures to go with his house.

Make three-dimensional replicas of homes of animals, such as a rabbit burrow, beaver dam, and bird nest.

Use miniature furniture to show which furniture belongs in certain rooms, such as the bedroom, dining room, and living room.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING HOMEMAKING AND FAMILY LIVING

Detailed Outcomes for Group III - 13 through 15 Years

FOOD

1. Begins to understand how to buy food skillfully and economically.
2. Knows some of the basic skills in meal planning.
3. Prepares simple meals independently.
4. Understands the importance of practicing good eating habits, such as regular meal hours, pleasant atmosphere, and eating together as a family.
5. Knows how to set and clear the table.

CLOTHING

1. Accepts desirable standards of dress.
2. Begins to consider the economics of purchasing clothing.
   a. Knows where to buy new and used clothing.
   b. Knows importance of size and fit.
   c. Begins to understand importance of style, workmanship, and quality.
   d. Understands the economy of seasonal buying and sales.
3. Takes major responsibility for care of personal clothing.
   a. Knows simple techniques of home laundering, cleaning, and ironing.
   b. Uses dry cleaning, laundry, and shoe repair facilities.
   c. Knows which garments should be laundered and which should be dry-cleaned.
   d. Knows how to store clothing properly.
4. Makes simple garments and accessories.

FAMILY AND CHILD CARE

1. Understands some emotional needs of younger children.
2. Understands some of the physical needs of younger children.
   a. Knows how and why to dress children to meet demands of weather and social occasions.
   b. Knows how and why to keep children clean.
   c. Knows how and when to feed young children.
   d. Knows how and why to provide for young children's safety.
   e. Understands importance of rest.
3. Knows how to take care of a young baby.
   a. Knows how to bathe and feed baby.
   b. Knows how to change and dress baby.
4. Knows what to do in case of an emergency.
   a. Knows when to ask help of an adult.
   b. Knows what to do in case of fire.
   c. Knows when and how to call a doctor.
5. Understands the responsibilities of a baby-sitting job.
   a. Understands need to carry out directions.
   b. Knows what to do in case of an emergency.
   c. Knows proper dress for baby-sitting.
   d. Knows and practices proper conduct.
   e. Knows how to play with young children.

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

FAMILY AND CHILD CARE (continued)

6. Begins to understand that his family is the source of love, support, and protection.
   a. Understands the role of family members in contributing to the functioning of a family unit.
   b. Understands how his own feelings affect relationships in the home.

HOME MANAGEMENT AND MAINTENANCE

1. Understands how and why a home should be kept clean and attractive.
   a. Has some understanding of color schemes.
   b. Has some knowledge of functional furniture arrangement.
   c. Knows something about renovating old furniture.
2. Helps to keep home clean and attractive by working independently on housecleaning chores.
3. Knows how to use mechanical equipment in the home, such as washing machine, vacuum cleaner, electric iron, and stove.
4. Understands simple yard care.
5. Performs simple maintenance, such as painting and wall washing.
6. Knows how to use the home for entertaining.
7. Knows how to house and care for pets properly.
8. Begins to understand how utilities serve the home.
   a. Understands that the conservation and cost of utilities are interrelated.
   b. Understands responsibilities, restrictions, and safety precautions entailed in the use of public utilities.
9. Knows that homes and neighborhoods reflect individual needs and values.
   a. Knows that people make and control neighborhoods.
   b. Knows and practices some personal responsibility for maintaining a good neighborhood.

LEARNING HOMEMAKING AND FAMILY LIVING

Suggested Activities for Group III - 13 through 15 Years

FOOD

Take a trip to the local store to buy supplies and food for the homemaking class or for specific events, such as room party or dinner for mothers. The class may plan shopping lists and decide on criteria for selection of different brands of foods. This experience will provide the basis for class discussions, arithmetic, and language activities.

Use various containers of packaged food which have labels intact. The teacher may show children how one can compare brands by looking for pertinent information on labels. Activities with the containers may be carried on in the classroom by having the teacher put prices on articles and then having the children pick out the best buys.

Prepare a breakfast or lunch that is nutritious. Later this activity may be made more complex by requiring the preparation of the meal while staying within a given cost.

Encourage children to plant and care for a vegetable garden at home, in community gardens, or at school if space is available.

Plan a field trip to a food processing plant where the methods of handling, processing, and packaging of the food products can be observed. Discuss the reasons for various practices which were observed in the plant.

Plan and conduct a class picnic. Observe rules of good diet and cleanliness.

Invite the home economics teacher to discuss such matters as table settings, kitchen cleanliness, food spoilage, and basic food needs.

Conduct discussions concerning how family members share responsibilities for preparing meals; how the family can enjoy having meals together; and how meals are controlled by likes and dislikes of individual family members and also by standards and social customs of the family.

Talk about why restaurants and stores are inspected.

Have a class discussion about reasons for need of good eating habits and why certain foods are of more value than others in helping one grow and stay healthy.

Discuss how candy and sweets fit into your diet.

Talk about good shopping manners.

Discuss how to prepare a balanced sack lunch for school.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

FOOD

Write a play about home or restaurant eating. Illustrate serving and table etiquette.

Illustrate good mealtime atmosphere, as contrasted to poor mealtime atmosphere, through role-playing.

Present original playlets about nutritious foods.

Dramatize some good and poor shopping practices.

Make bulletin board posters showing a good breakfast, lunch, and dinner.

Make a bulletin board display around the theme of things to consider when buying food.

Make a display of menus from the school cafeteria for a week showing how basic food needs are being met.

Talk about and illustrate how to set a simple family and buffet table.

Make a poster with pictures cut from magazines showing a table set with china, silver, glass, and linen.

Have the girls in the class make a personal recipe file or recipe book. Have the boys make their recipe files or books especially for foods to be used on camping or hiking trips.

Use newspaper grocery advertisements to supply material for several activities. The teacher may prepare shopping lists and set a budget for each list. The children then may use several of the grocery advertisements to find necessary items while staying within the shopping list and the budget.

Provide opportunities to use a scale in the classroom. This activity should give some understanding of weights.

Prepare a variety of booklets with the reading vocabulary adjusted so that the slow learner may read and understand the content. Booklets may be prepared on the following topics: table manners, food preparation, buying practices, and meal planning.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

CLOTHING

Take a field trip to a department store or neighborhood clothing store. Have some person in the store talk to the class about such things as importance of good fit; how one determines size for various articles of clothing; and something about wearing styles which will improve personal appearance. Upon returning to class, pupils may discuss information given them. Have each pupil make his own personal size chart and a personal clothing style chart.

Visit a shoe store. Find out how to buy shoes that fit; why proper fit is important; and how to buy shoes that are appropriate for specific types of service.

Visit a shoe repair shop. Discuss the economic advantages involved in the care and repair of shoes.

Visit a dry-cleaning shop. Seek elementary facts about the importance of keeping clothing properly cleaned and stored when not in use.

Give experiences in clothing maintenance and repair. Children at this level should learn to do simple mending, sewing on of buttons, and putting up hems. Experiences may be given children by providing opportunities to practice on old clothing. Personal clothing in need of repair may also be used.

Make simple clothing and accessories, such as purses, belts, hats, and bracelets. Pupils may begin to use simple patterns.

Display articles of clothing and accessories made by pupils at Open House or Parents' Night.

Make individual personal mending kits. Shoeshine kits and mending kits may also be made for each classroom. Kits should be accessible to children when needed.

Conduct discussions on how to treat a sales clerk when making a purchase; how to return a purchased item that is not satisfactory.

Talk about things to look for when buying specific articles of clothing; wearing the right styles; and how to buy clothing economically.

Discuss how to make clothing look better and last longer.

Dramatize how to buy a pair of shoes or an article of clothing.

Develop a skit around the theme of appropriate dress for an occasion.

LEARNING HOMEMAKING AND FAMILY LIVING

Suggested Activities for Group III - 13 through 15 Years (cont'd)

CLOTHING (continued)

Develop a skit showing the advantage of making a good appearance by using clothing to its best advantage.

Develop a skit contrasting good and poor shopping habits.

Make posters showing appropriate clothing for school, play, church, and work.

Make posters or pictures showing effect of posture on clothing.

Make posters showing patterns, materials, and styles appropriate to individuals with specific types of body builds.

Make a bulletin board display emphasizing things to remember when buying clothing.

Demonstrate how common spots and stains are removed; how to mend, patch, darn, and reinforce worn clothing; and how to wash and spot clean various fabrics and articles.

Conduct demonstrations and discussions concerning padding and covering an ironing board; ironing various fabrics and different articles of clothing; and proper methods used in brushing, airing, and pressing clothes.

Allow children to practice activities which have been demonstrated.

Have available in each classroom a full-length mirror where children may check their clothing appearance daily.

Prepare individual scrapbooks about clothing. Under pictures write such things as personal sizes and pertinent buying information regarding the clothing article.

Have pupils help in preparing pamphlets for classroom use. Pamphlet reading level should be carefully controlled. Topics such as "Things to Remember When Buying Clothes"; "How to Store Clothes"; and "Clothing Styles and Your Appearance" could serve as the basis for pamphlets that would be helpful to the slow learner.

Use old catalogs and newspaper clothing advertisements for arithmetic activities involving make-believe purchases of items of clothing. Exercises involving comparison of prices may also be devised.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

FAMILY AND CHILD CARE

Organize cadet helpers. The purpose can be to help care for nursery or kindergarten children in a nearby school. Pupils can learn some of the methods and techniques of handling and helping young children as part of their training as cadets.

Encourage pupils to do baby-sitting. This experience can serve as a basis for discussions centering around child care.

Learn how to bathe and dress a young baby through demonstration and actual practice using a life-sized rubber doll and accessories especially designed for teaching this skill.

Conduct discussions about some of the things to keep in mind when baby-sitting; what to do in case of an emergency; and safety first in caring for children.

Talk about the importance of sleep for young children; care of the little baby; what young children like to do; proper dress for the baby sitter; and why babies cry.

Develop a skit showing what one should do when various emergencies arise.

Develop a short play showing good and poor practices of baby-sitting.

Make bulletin board posters around the theme of caring for the very young child.

Make posters which show good practices in baby-sitting.

Develop a booklet on child care or baby-sitting with suggested routines and game activities.

Have pupils tell of unusual experiences they have had while caring for children and how these experiences were resolved.

Invite a capable mother who has had successful experience in child rearing to visit the class. Prepare a series of questions to be asked. The questions may relate to baby-sitting, brother-sister responsibility, and young parenthood. In a summary discussion, compile the findings.

Invite a competent mother with an infant child to visit the room so pupils may observe the child's behavior and reactions, as well

FAMILY AND CHILD CARE (continued)

as the mother's care of the child. Encourage discussion between pupils and mother. Have pupils decide in advance what should be asked and observed. In a summary discussion, pay particular attention to reasons for negative and positive reactions in the child, results of negative and positive influence of the mother, safety and health considerations, and minimum material needs for baby care. Apply all of these findings to baby-sitting and care of younger siblings in the home.

Have pupils find pictures about family life. Use the opaque projector to present the pictures to the class for group discussion. Encourage pupils to identify those feelings which are important to the family unit.

Talk about the importance of respecting the routines within the family. Summarize this discussion by listing certain habits that contribute to effective scheduling of time and money. Emphasize habits of helping, habits of orderliness, and consideration.

Have pupils make simple reports on the topic "What My Family Means to Me." Post some of the papers on the bulletin board to encourage pupils to think about their families.

Talk about the importance of the family to society. Explain how foster homes, orphanages, and adoption agencies place high premium on wholesome family living as a means of developing some of the healthy attitudes and values in children.

Talk about the necessity for having pleasant attitudes toward family members and family obligations.

List and discuss the responsibilities of various members of the family toward one another.

Talk about how one's feelings and actions affect the family.

Have pupils discuss some things that they might do when changes occur in family routines. For example, a class might be asked to discuss and give solutions to a hypothetical situation as stated on the sample work sheet on the next page:

Suggested Activities for Group III - 13 through 15 Years cont'd)

FAMILY AND CHILD CARE (continued)

Problem

Mary's father has to be at work at 7:30 p.m. The family usually eats dinner at 5:30 p.m. Mother has gone to visit grandmother in another city. She has telephoned to say that she has missed her bus and will not be home until 9:00 p.m. There are two younger children in the home.

Questions

1. What are some of the things Mary can do to help father?
2. What can Mary do for her younger brother and sister?
3. What do you think Mary should do first?

Have pupils list some of the things which may lead to family problems. Attempt to point out how these problems may be avoided.

Have pupils make a time plan for performing family routines.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

HOME MANAGEMENT AND MAINTENANCE

Take a field trip to a department or neighborhood furniture store. Here the class can visit the home furnishings department and see the model rooms. Someone in the department can explain some of the more elementary principles of furniture arrangement and color selection.

Visit local stores or agencies that sell secondhand and renovated furniture. The trip can acquaint the pupils with the understanding that furniture does not need to be new to be adequate.

Visit a model home. Ideas and information obtained can serve as the basis for class discussions and extended experiences in a variety of areas in homemaking.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

HOME MANAGEMENT AND MAINTENANCE (continued)

Use and care for some household mechanical equipment in the homemaking program. Provide experiences using mixer, stove, and vacuum cleaner.

Plan for the use of certain mechanical equipment in the home under the supervision of parents. Safety rules, care of equipment, and general operational procedure can be planned and discussed in the classroom. Actual experience can then be carried on at home under parental supervision. Pupils may report back to the class about experience.

Old and broken furniture brought to school by pupils may be repaired or renovated, with the help of the teacher.

Have pupils serve as hosts for a P.T.A. or teachers' meeting, with the children serving coffee and snacks.

Practice furniture rearrangement in homemaking classes. Discuss and plan ways to improve the appearance of the room.

Plan a work schedule for cleaning a home. Carry out schedule and report to class about experience. Use model furniture to study furniture arrangement.

Conduct discussions about making the home more attractive, the importance of keeping a clean and attractive home, and the advantages of living in an attractive home.

Talk about how to entertain guests in your home and things to remember when entertaining at home.

Talk about how money is saved by making prompt home repairs and by engaging in do-it-yourself repairs.

Discuss how to care for a pet.

Demonstrate washing walls and cleaning floors, painting and papering, dusting and sweeping, changing and making a bed.

Conduct demonstrations concerning proper use and simple repair of drains, faucets, and toilets, and the simple wiring of lamps, repairing of lamp cords, and changing of fuses.

Develop a skit showing how one should treat and entertain a guest.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

HOME MANAGEMENT AND MAINTENANCE (continued)

Develop a short play showing the advantages of having a clean house.

Make a bulletin board display showing that safety in the home is dependent upon proper repair.

Display posters showing a neighborhood before and after cleanup. Draw pictures showing a home with properly and improperly kept rooms.

Have pupils wash dishes. Allow them to use a variety of water temperatures, washing and rinsing techniques, and cleansing agents. Compare techniques and draw conclusions which the pupils can use. Compile the information in booklets to be studied and kept by the pupils.

Discuss simple rules for functional furniture arrangement. Duplicate materials showing the simple floor plan of a house and pieces of furniture sketched to the same scale. Have pupils cut out the furniture sketches and arrange them appropriately on the floor plan.

Allow pupils to practice activities which have been demonstrated.

Sew simple drapes or kitchen curtains.

Construct a dressing table or desk out of orange crates.

Make towels, doilies, potholders, and shoe bags.

Make towel racks, shoe racks, coat hangers, and window boxes.

Practice simple home repairs such as replacing screen in frames; patching holes; replacing window panes; covering rat holes; and plastering, painting, and papering small areas. These activities may be carried on in the homemaking room, general shop room, or classroom.

Develop a scrapbook of pictures of attractive rooms, and state some simple principles of home decoration involved in each picture.

Make booklets of model rooms showing various furniture arrangements.

Construct booklets showing care and use of appliances.

Make booklets showing importance of light and color in rooms.

Collect common household items. Display and label for vocabulary enrichment. Discuss function and operation of items.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING HOMEMAKING AND FAMILY LIVING

Detailed Outcomes for Group IV - 16 through 18 Years

FOOD

1. Buys food skillfully and economically.
2. Knows adequate sanitary measures in handling and preparing food.
3. Plans and prepares nutritious and economical meals.
4. Knows methods of storing and preserving food.
5. Knows the value of leftovers and how to use them.
6. Serves meals skillfully.
    a. Serves food in proper sequence.
    b. Sets attractive table.
    c. Serves food attractively.

CLOTHING

1. Dresses neatly and suitably for different occasions.
2. Mends, cleans, launders, and stores own clothing and that of family.
3. Plans for and purchases own clothing.
4. Helps plan family clothing purchases.
5. Makes some clothing for self and others.
6. Has some knowledge of fabrics.
7. Understands care of various fabrics and leather products.
8. Knows value of rotating clothes and shoes.

FAMILY AND CHILD CARE

1. Knows how to obtain and take care of necessary medical records for children.
2. Knows where and how to get medical advice for children.
3. Knows importance of prenatal care.
4. Performs efficiently the functions necessary to good child care.
5. Knows how to handle emergencies involving young children.
6. Knows importance of teaching children moral and ethical values, including honesty, fair play, obedience, sincerity, and respect for others.
7. Understands some of the responsibilities of parenthood.
    a. Knows that parents must provide for physical needs of their children.
    b. Knows that parents should give children love and affection.
    c. Knows that parents should provide a sound moral, spiritual, and emotional climate for their children.
8. Understands the importance of the family to the individual, community, and society.
    a. Understands the role of marriage.
    b. Understands the responsibilities associated with marriage.
    c. Understands some of the ways his family contributes to the community's welfare.

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

HOME MANAGEMENT AND MAINTENANCE

1. Knows and performs skills necessary for management and maintenance of a clean, attractive home.
   - a. Knows how to plan and schedule routines.
   - b. Performs simple home maintenance and repairs.
   - c. Knows how to decorate house in an attractive and practical manner.
2. Uses home equipment and appliances in a skillful and proper manner.
3. Knows about emergency services for the home.
   - a. Knows that twenty-four hour service is maintained by utility companies.
   - b. Has available, phone number of police and fire departments.
4. Knows what to look for in buying equipment and furniture, such as practicality, durability, and suitability.
   - a. Knows how to shop for good buys.
   - b. Knows that sometimes the more expensive item is really the best buy.
   - c. Knows how one deals with salespeople.
   - d. Knows what one does when merchandise is not satisfactory.
   - e. Knows that one can purchase by cash or credit.
5. Knows how to choose a place to live.
   - a. Understands family needs are related to the size of a home.
   - b. Knows things one should look for in choosing a neighborhood.
   - c. Knows how to get the most for rental or buying dollar.
   - d. Understands responsibility to landlord and vice versa.
   - e. Knows how a single person should select a place to live.
   - f. Knows sources of information for renting or buying a home.
   - g. Has some elementary understanding of leases, contracts, mortgages, and taxes.
   - h. Understands some of the considerations of home ownership versus home rental.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

FOOD

From cafeteria menus select meals that are nutritious.

Take a trip to a supermarket to buy food for homemaking class. Have store manager tell the class where certain food items are located in the store.

Take a trip to several places that process different kinds of food. Bakeries, meat-packing houses, and canneries are examples.

Prepare a simple, nutritious meal in homemaking class or at home.

Plan menus for a week for own family, taking into consideration the cost and nutritional balance in planning.

Give food show where pupils prepare and serve a meal for mothers.

Plan for a shopping experience carried out under direction of parents. Pupils can plan the family food needs for a week. Report back to class about this experience and problems encountered.

Develop posters and food charts on themes such as "Well-balanced Meals" and "Sanitary Practices in Preparing Food."

Have the school nurse or school doctor explain the importance of wholesome and nutritious foods.

Take a trip to a restaurant to see how food is prepared in large quantities. Have manager explain operation.

Have a skit showing the importance of having a happy mealtime.

Have pupils practice serving food properly.

Have pupils discuss and practice the use of proper table manners.

Demonstrate various ways of using leftovers.

Prepare a bulletin board display of foods needed in daily diet to keep healthy.

Make posters showing a place setting and a table arrangement.

Serve meals in homemaking class.

Show how various foods should be cleaned before cooking.

Demonstrate how to prepare foods for refrigeration.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

FOOD (continued)

Conduct discussions about buying food in and out of season; how to make your food dollar buy the most; some techniques of good shopping; and why food prices differ on similar items from store to store.

Develop a skit showing good and bad shopping practices.

Develop booklets in class which can be read and understood by pupils on such topics as "How to Shop," "Things to Remember in Meal Planning," and "Making Your Food Dollar Go Farther." Pamphlets for public consumption may be used as guides for the development of these booklets.

Use newspaper food advertisements for such activities as comparing prices of foods in and out of season; comparing prices from store to store; and buying food for the family for a week while staying within an allotted budget.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CLOTHING

Make a dress or some other article of clothing from a simple pattern in homemaking class. The pupil should select the pattern and material and do the major share of the planning and construction.

Visit a store where children can be shown how to make clothing purchases. Pupils can put into practice some of the skills they have learned in the classroom. The clothing department manager or clerk may show the pupils some of the things they should observe when buying clothing. This activity should be arranged with the store manager before the trip is planned.

Plan a minimal list of personal clothing needs for a year. Keep the list within an allotted budget. Later expand this activity to include planning clothing needs for the entire family.

Practice ironing men's shirts and other articles of clothing. This activity can be carried on in the classroom, and be expanded to include sewing on buttons and mending.

Take field trips to the neighborhood dry cleaner, laundromat, and self dry-cleaning establishments. Have the store manager point out the necessity for frequent dry cleaning of clothing. The store manager may tell the pupils how to remove spots and press clothing.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

CLOTHING (continued)

Conduct discussions on such topics as "When a Purchase Is a Bargain"; "The Advantages of Buying Clothing at a Reputable Store"; and "Getting the Most for Your Clothing Dollar."

Talk about proper dress for various situations and making clothing look its best.

Develop a skit showing steps one takes when making a clothing purchase.

Have a play emphasizing the necessity of dressing properly for various occasions.

Write a short play demonstrating the importance of one's clothing in making a good appearance at school, in getting a job, or in social activities.

Make a display showing proper dress for school, work, play, and dates.

Have pupils make and use a check list concerning things one should do to make clothing look its best.

Develop a reminder chart showing what one should remember when buying clothing.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

FAMILY AND CHILD CARE

Have pupils do baby-sitting or care for younger children in the family. This may serve as the basis for discussions and projects which lead to better understanding and development of skill in caring for young children.

Discuss the types of clinics found in the community which serve children. Talk about how one may use clinic services.

Practice some of the things one can do to help in emergencies until the doctor comes.

Have the teacher, nurse, or Red Cross volunteer offer demonstrations on the care of the new baby.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

FAMILY AND CHILD CARE (continued)

Use movie and filmstrips to demonstrate various phases of child care.

Conduct discussions concerning games children like to play; things parents should try to teach young children; why children should respect adults; and the responsibilities of parenthood.

Talk about when and how to call the doctor; making an appointment at the clinic or with the family doctor; and how the community health resources can be used.

Develop a skit showing how to use the telephone to report emergencies.

Develop a skit showing how to use the phone to make medical and dental appointments.

Make displays using themes such as "Caring for Young Children"; "Things Which Should be Taught to Children"; and "Things to Remember As a Baby Sitter."

Have a panel discussion on the topic "Unhappy Adults Often Were Children in Unhappy Families." Summarize by listing important points brought up in the discussion.

Have pupils develop a bulletin board to illustrate the stages of human growth. Pupils may contribute pictures, captions, and short stories to define the difference in size, appearance, and behavior associated with various growth stages. Encourage pupils to base their reporting on careful observation.

Talk about the contributions that families make to the community. Have pupils discuss how these contributions make the community a better place to live.

Have pupils talk about the responsibilities which are entailed in marriage. Have class discuss the characteristics of a good wife and husband.

Discuss the problems which frequently result from a broken home.

Talk about the importance of marriage to the individual and to society.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

HOME MANAGEMENT AND MAINTENANCE

Give instruction and practice in home maintenance and care in the industrial arts shop or homemaking room. Pupils may learn to repair screens; putty windows; paint various kinds of equipment and furniture; refinish old furniture; make slip covers, curtains, hook rugs, and table mats; embroider towels and pillow cases; and construct simple furniture.

Use the facilities of the homemaking room to experiment with color combinations and furniture arrangements.

Demonstrate how to dust and use the vacuum cleaner.

Take a field trip to a neighborhood furniture store. Have the person in charge show some of the basic things one should know or look for when buying various kinds of furniture or household equipment. The experiences resulting from the trip should be discussed upon returning to the classroom.

Visit a real estate office, or invite a real estate man to the classroom. The realtor may discuss some of the things one should know or look for when renting or buying a home.

Have pupils observe the school neighborhood. This may highlight some of the factors that will control or influence rents in this area.

Visit the Home Show to learn more about homes, equipment, and appliances.

Demonstrate how to refinish old furniture, clean paint brushes, wash walls, and clean ovens and stoves.

Talk about why we should keep our homes in good repair and why one should keep an attractive home.

Discuss some of the advantages and disadvantages of "buying on time."

Conduct discussions about how big a house is needed for the size of one's family; comparative prices of rent in different areas of the city; comparative prices of two-, three-, to six-room apartments and houses; the responsibilities of the tenant and landlord; and what the reliable sources of information are for renting a house. Have discussions concerning appropriate living quarters for single persons. Discuss problems which may be encountered when one lives away from his family; the advantages and disadvantages of living at the Y.M.C.A. or Y.W.C.A., in a private home or boarding home.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

HOME MANAGEMENT AND MAINTENANCE (continued)

Talk about some reliable sources of information and help when buying a house.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHAPTER IX

Persisting life problem #6
Learning to understand oneself and to get along with others

"*I want, by understanding myself, to understand others. I want to be all that I am capable of becoming.*"

Katherine Mansfield

CHAPTER #IX. PERSISTING LIFE PROBLEM #6

LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS

Introduction

Definition

The persisting life problem, Learning to Understand Oneself and To Get Along With Others, involves the acquisition of essential habits, attitudes, and skills necessary to understand and adjust to one's strengths and weaknesses; the establishment of a code of values to live by; and the development of skills which aid in getting along with others.

Point of View

Society is composed of interdependent people. All people live within a society; none are beyond its pale. Doctor, lawyer, merchant, and chief must live in, help construct, contribute to, and abide by the mores, ethical codes, laws, and values of society. In turn, society sets controls, codes, standards, attitudes, and values which influence the behavior and thinking of individuals and affects the relationships between individuals.

Slow learners are affected by and affect society in much the same way as other individuals. Slow learners, however, are confronted with certain problems not faced by many people in society. This is due to the fact that slow learners are identified as being different in certain areas of their personal, social, and vocational adjustment. The slow learner faces many problems similar to those faced by physically handicapped children. This is due largely to societal attitudes, feelings, understandings, and prejudices associated with the concept of limited functioning. The school cannot close its eyes to societal feelings toward slow learners. The label "slow learner" for some people describes a stereotype of an inferior being who is a product of an undesirable strata of society, who is insensitive and limited not only in capacity to learn but in ability to contribute to the community's welfare. Expanded relief roles, delinquency, and institutionalization are some qualities often thoughtlessly associated with the label, "slow learner." Usually children with physical handicaps evoke sympathy and at least superficial attempts on the part of society at understanding. The child with the non-visible handicap is frequently thought of as being merely inferior. The implication for planning the school program is be clear. The slow learning child must be taught to hold values and behave in such a way that the general image that society has of him cannot be sustained.

It is possible for a slow learner to more fully assimilated into society if an effort is made by the school, home, and community to teach him skills, habits, understandings, and values which are held by society at large. Indeed, if the school fails to provide this opportunity to learn social skills, the slow learner will maintain an un-

Point of View (continued)

favorable status and may fail to achieve to his maximum capacity. He may be relegated to a scrap heap of humanity and considered as a socially inferior human being incapable of achieving human dignity, economic well-being, and positive relationships with other members of society. Unless the school and community carefully plan and implement ways and means for the slow learner to learn social and survival skills, he will be merely tolerated by society. He will be only a consumer rather than a productive member of society.

The key to societal assimilation and effective social living will be found for the slow learner in the skill that he develops in learning to understand himself and get along with others. It is the catalyst for the effective utilization of all other survival skills taught to him. For example, the slow learner may be taught how to perform a specific occupational task skillfully. Opportunity to perform this skill may be provided to him but will be quickly lost unless he has the concomitant skill of getting along with his employer and fellow employees. The skill of understanding himself and getting along with others looms large in the school program because it permits the slow learner's effective utilization of other survival skills.

Within the scope of this introduction some salient concepts which have direct bearing on the problem of getting along with others deserve special emphasis. A major task of the school program is to develop within the slow learner an appreciation of what constitutes acceptable behavior, the consequences of his behavior, and an appreciation of his strengths and weaknesses. The appreciations coupled with the development of social skills and a set of values will permit the slow learner to be more fully assimilated into society. It is, therefore, important for the school program to place a heavy reliance on providing experiences within the school setting for developing social skills which will help the slow learner gain self-respect and obtain and hold the understanding and respect of others. The attitudes of the teacher, the classroom climate, and all activities must be conducive to creating an atmosphere which allows the slow learner to gain skills in living successfully with others. It is equally important for the teacher to help the slow learning child develop and live by a set of values. Slow learners are easily led and swayed by others. The aim of the school program should be to teach the slow learning child to be a responsible person whose behavior is based upon acceptable beliefs and values. It is desirable that he respect the beliefs of others, but he must be willing to always behave in terms of his own set of values. The outcomes and activities in this chapter were selected to provide experiences which will aid slow learners develop acceptable social skills and a code of values by which to live.

Because the slow learner often does not appreciate what constitutes acceptable behavior, he frequently relies upon adjustment techniques which are inappropriate. This is seen in the fact that he often seems to appreciate the superficial and the overt. He is often accepting of what is immediate, dramatic, and current. He is prone to seek acceptance

Point of View (continued)

through inappropriate symbols. For example, current fads involving extreme hair styles or cut of clothing, or the possession of a hot rod appeal to him. He is often unable to discriminate between symbols that are acceptable to society as a whole and attention-getting devices which are frowned upon by most of society.

Because he has difficulty seeing the consequences of his behavior, the slow learner will utilize certain status symbols which alienate him from society at large. For example, the wearing of pointed shoes, duck-tailed haircuts, and the ownership of a hot rod may have grave consequences for him because these symbols tend to identify him with undesirable elements in society. The school must help him understand that all of his behavior will have consequences for him. It must strive to have the slow learner study, admire, and adopt ways of behaving which are worthwhile and acceptable to society as a whole.

The slow learner must also develop a realistic appreciation of his strengths and weaknesses because these will affect his personal, social, and occupational adjustment. He must be helped to accept realistically his limitations on the one hand while he develops an appreciation that he also has worthwhile strengths which he can utilize. To accomplish this delicate balance of understanding is difficult. It can probably best be brought about by understanding that the slow learner needs status just as other people.

The school must provide him with opportunities to obtain status through socially-acceptable means. For example, the adolescent slow learner can gain status and self-respect if he participates in various school activities and if he is given the opportunity to become productive, useful, and gain a feeling of importance.

In summary, it is perhaps stating the obvious that the major problem and preoccupation of civilization is understanding ourselves and getting along with others. Much has been written on this crucial twentieth-century problem. Teachers of slow learning children, like all teachers, must be concerned with how the school program can implement our urgent need to teach children how to understand themselves and get along with others. The teachers of slow learning children may materially help the slow learners effectively use skills acquired in other persisting life problem areas, by helping him implement the persisting life problem of understanding himself and getting along with others.

Finally, the slow learner will gain self-respect and acceptance by others if an emphatic attempt is made to teach him to understand and utilize behavior and codes of values acceptable to society at large.

PERSISTING LIFE PROBLEM #VI. --

General Outcomes for Group I - 6 through 9 Years

UNDERSTANDING AND ACCEPTING ONESELF

1. Begins to behave appropriately.
2. Begins to accept physical assets and limitations.
3. Begins to accept his mental assets and limitations.
4. Begins to express his feelings and reactions in acceptable ways.
5. Begins to set short-term realistic goals.
6. Begins to develop positive feelings about self.

GETTING ALONG WITH OTHERS

1. Begins to play and work with others.
2. Begins to be aware of individual differences.
3. Begins to react appropriately to others.

LIVING BY A CODE OF VALUES

1. Displays desirable personal traits.
2. Begins to develop socially acceptable behavior.
3. Respects the direction of people in authority.

General Outcomes for Group II - 10 through 12 Years

UNDERSTANDING AND ACCEPTING ONESELF

1. Develops interests and behavior consistent with age and sex.
2. Accepts and begins to understand physical self.
3. Begins to understand his mental assets and limitations.
4. Begins to have some understanding of his feelings.

GETTING ALONG WITH OTHERS

1. Begins to understand how to work and play in a group.
2. Begins to accept the rights of others to look, act, and think differently.
3. Reacts appropriately to others.

LIVING BY A CODE OF VALUES

1. Begins to develop acceptable personal values.
2. Identifies and uses socially acceptable behavior.
3. Begins to respect authority.

General Outcomes for Group III - 13 through 15 Years

UNDERSTANDING AND ACCEPTING ONESELF

1. Displays behavior, interest, and attitudes consistent with sex and age.
2. Understands and accepts his changing body.
3. Understands and accepts limitations imposed by physical handicaps.
4. Continues to develop acceptance and understanding of mental assets and limitations.
5. Develops some understanding and skill in handling his feelings.
6. Sets and works toward realistic goals.
7. Demonstrates behavior and attitudes which reflect self-respect.

GETTING ALONG WITH OTHERS

1. Begins to identify self with groups.
2. Recognizes the contributions of others.
3. Begins to be concerned for the desires and welfare of others.

LIVING BY A CODE OF VALUES

1. Begins to live by an acceptable code of values.
2. Begins to appreciate and understand code of values approved by society.
3. Understands and respects authority.

General Outcomes for Group IV - 16 through 18 Years

UNDERSTANDING AND ACCEPTING ONESELF

1. Understands and accepts his sex role.
2. Understands and accepts physical self.
3. Understands and accepts physical handicaps.
4. Understands and accepts his mental assets and limitations.
5. Expresses feelings in socially acceptable ways.
6. Understands, establishes, and works toward realistic goals.
7. Practices self-respect.

GETTING ALONG WITH OTHERS

1. Understands and accepts various group roles.
2. Accepts and appreciates the rights and contributions of others.
3. Is concerned for the desires and welfare of others.

LIVING BY A CODE OF VALUES

1. Lives by an acceptable personal code of values.
2. Appreciates and understands the code of values approved by society.
3. Understands, respects, and appreciates authority.

LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS

Detailed Outcomes for Group I - 6 through 9 Years

UNDERSTANDING AND ACCEPTING ONESELF

1. Begins to behave appropriately.
    a. Adopts appropriate sex roles in imitative play.
    b. Engages in play appropriate to age and sex.
2. Begins to accept physical assets and limitations.
    a. Uses size and strength appropriately in playing with other children.
    b. Begins to accept physical handicaps.
    c. Practices routines connected with physical handicap, such as wearing glasses if prescribed.
3. Begins to accept his mental assets and limitations.
    a. Begins to be aware that his class is not engaged in some types of activities that are carried on in other classes.
    b. Knows that there are individual differences in his class.
4. Begins to express his feelings and reactions in acceptable ways.
5. Begins to set short-term realistic goals.
    a. Initiates and performs simple academic tasks.
    b. Initiates and performs simple social and personal tasks.
6. Begins to develop positive feelings about self.
    a. Takes pride in activities he does well.
    b. Begins to adjust to failure or disappointment.
    c. Continues to try after disappointment or failure.
    d. Begins to follow a proper code of action in the face of group pressures.

GETTING ALONG WITH OTHERS

1. Begins to play and work with others.
    a. Permits others to take turns.
    b. Shares materials.
    c. Helps others.
    d. Begins to develop self-control.
    e. Functions as a leader or follower in simple group activities.
    f. Identifies self with family group.
2. Begins to be aware of individual differences.
3. Begins to react appropriately to others.
    a. Communicates freely.
    b. Responds to peers and adults.
    c. Obeys parents and adults.
    d. Begins to be aware of the feelings of others.
    e. Attempts to be friendly.

Detailed Outcomes for Group I - 6 through 9 Years (cont'd)

LIVING BY A CODE OF VALUES

1. Displays desirable personal traits.
    a. Begins to distinguish between tattling and reporting a situation of importance.
    b. Begins to respect the rights and property of others.
    c. Begins to take care of and returns borrowed things.
    d. Avoids using physical force against others.
    e. Begins to attach importance to what others think about him.
2. Begins to develop socially acceptable behavior.
    a. Begins to use simple expressions of courtesy.
    b. Begins to be considerate of others.
    c. Recognizes the desirable personal traits associated with some great Americans.
3. Respects the direction of people in authority.
    a. Obeys rules and regulations of school and home.
    b. Begins to develop a sense of right and wrong.

LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS

Suggested Activities for Group I - 6 through 9 Years

UNDERSTANDING AND ACCEPTING ONESELF

Have the children tell about the jobs and duties performed by members of their households. Mount pictures representing these household activities, and have the children sort them into activities performed by men and activities performed by women.

Provide opportunities for the boys and girls to engage in appropriate play activities. The boys may engage in such activities as block building, toy automobile play, and sandbox play. The girls may play at such tasks as setting the doll table, feeding the doll, and talking on the play phone.

Read appropriate stories and poems about girls and boys. Ask such questions as: "What are little girls made of?" or "Why could Jack jump over the candlestick?"

Encourage the class to help with the daily planning of class activities so that pupils may practice setting goals. Have the children participate in the evaluation of daily activities so that they may understand that goals are accomplished.

Assign various leadership roles to each pupil during the course of the year. Talk about the responsibilities that a leader has to the group and the group to the leader. Assign jobs, such as passing out paper or pencils, picking up toys, and arranging chairs in a reading group. Help to establish pride in doing an assigned job well by recognizing pupil performance.

Talk about sharing materials and equipment with others. Point out that no one uses his size or strength to take advantage of someone else.

Insist that children needing glasses and hearing aids wear them. This may be accomplished by refusing the child permission to participate in an activity unless he wears his glasses or hearing aid.

Talk about the experiences which may make boys and girls happy or sad. Have children identify feelings by studying facial expressions of people in pictures. Encourage pupils to create stories which describe the feelings of the people in the pictures.

Talk about proper behavior for children when company comes to the classroom or to the home.

Read stories and poems which help pupils improve conduct. Talk about the conduct of the various story characters and have the class evaluate the characters as "good" or "bad."

Suggested Activities for Group I - 6 through 9 Years (cont'd)

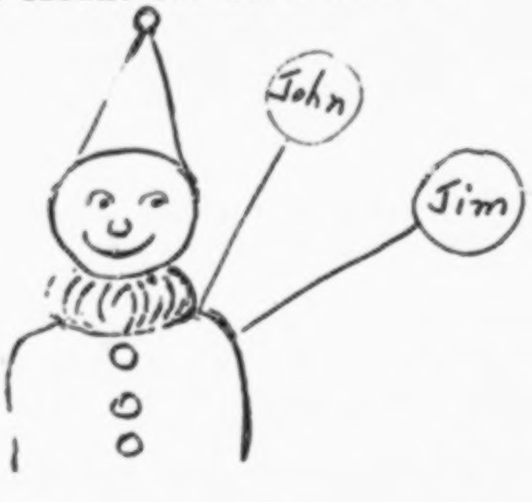
UNDERSTANDING AND ACCEPTING ONESELF (continued)

Have the class talk about acceptable conduct before and after taking a class trip. Help them identify behavior which is acceptable for their sex and age. Associate rules of behavior with certain situations by asking questions, such as "Why did girls board the bus first?" and "Why did we talk softly?"

Have the children evaluate classroom situations to indicate examples of "good" or "poor" behavior. Talk about a situation as it happened; as it should have happened.

Plan brief teacher talks about topics which help pupils to better understand themselves. Talks should be well-planned and simple. Some topics may be "What should I be able to do for myself?"; "What are some things I can do well?"; and "What are some things I need to learn to do?"

Have the children do self-evaluations of their daily behavior. This can be done initially by establishing a few rules for desirable school behavior. These rules may be put in the form of questions, such as "Did I come to school on time?" or "Did I finish all my work?" Various devices may be used to maintain the interest of the children in evaluation. One such device involves rewarding children who behave well by writing their names on paper balloons held by a good conduct clown. See illustration:



Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

GETTING ALONG WITH OTHERS

Have pupils talk about their experiences in a planned sharing time. Discussion may be elicited by asking specific questions, such as "What did you see or hear on the way to school?"

Require pupils to give answers to questions involving personal data, descriptions, and directions, such as "Where is our school located?" or "What are the first names of your parents?"

Talk about the importance of listening to and following directions. Play games such as "Simon Says" to emphasize listening carefully to oral directions.

Have group leaders give directions to their groups for well-established routines.

Talk about what makes a happy day. Have pupils suggest rules which will help the class get along together. Explain that rules are made to help people get along. Develop a chart illustrating the rules.

Demonstrate the rules of courtesy which should be practiced by girls and boys. Plan situations in which the children practice courtesy toward adults and each other.

Identify the rules of the school. Take a tour of the building to practice some of the rules. Point out proper ways of walking up and down steps. Talk about situations which require children to form lines.

Plan directed play periods for the class. Play games which require children to practice taking turns.

Provide classroom situations in which pupils may practice taking turns. Such situations may be painting at the easel, sitting at the library table, or playing in the doll house.

Select and read appropriate poems and stories which illustrate acceptance and tolerance. Discuss the poems and stories so that the pupils may develop positive attitudes toward differences in others. An example of the kind of story that can be read and discussed is "The Ugly Duckling."

Talk about some of the ways to make friends. Let pupils tell about personal experiences in making friends. Develop chart stories of these experiences.

Talk about the ways that boys and girls show respect for the feelings of others. Explain how teasing and name calling may

Suggested Activities for Group I - 6 through 9 Years (cont'd)

GETTING ALONG WITH OTHERS (continued)

result in hurt feelings and the loss of friends.

Encourage individual pupils to volunteer to help less capable children. Commend pupils who volunteer. Assist less capable pupils and the volunteers, to develop proper attitudes toward receiving and giving help.

Assign partners for planned play periods. Provide quiet games which may be played by two people. Have the class evaluate this period. Talk about how to eliminate problems of failing to get along together.

Make a scrapbook of the pupil's drawings showing how to play and work together. Have the pupil suggest simple sentences to explain his pictures.

Talk about obeying grownups and those in charge in school, at home, and in the neighborhood. Pictures of a mother and child, a policeman, a teacher, and a school crossing guard can aid in presenting the concept of obeying authority.

Develop a list of questions for the pupils to answer. Include some very simple questions so that even the very timid and immature pupil will be encouraged to volunteer answers. The questions may be about social situations and class, school, home, or neighborhood rules.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LIVING BY A CODE OF VALUES

Talk about the difference between tattling and reporting situations of importance. Make a list of related situations and help the class decide which situations are important and should be reported. When the child becomes aware of the difference, have him evaluate his own reporting.

Read and discuss stories in which traits of honesty, fair play, and kindness are emphasized. Have pupils suggest what might have happened in a particular story if these traits were not practiced. Talk about how being truthful affects not only oneself but others.

Tell a story to the younger pupils and use several mounted pictures to illustrate it. Have the children take turns arranging the pictures in proper sequence. Have the class retell the story using

Suggested Activities for Group I - 6 through 9 Years (cont'd)

LIVING BY A CODE OF VALUES (continued)

the pictures to maintain the proper sequence. Point out the importance of sequence in storytelling and in reporting happenings.

Develop an outline which may help pupils practice reporting situations in sequence. Have the children use the outline in reporting situations in which they were involved.

Have the pupils report on a class trip. Encourage them to ask each other questions to afford practice in reporting reliably.

Talk about the respect which should be shown to other people's property. Discuss the proper way of using a borrowed article and the necessity for returning it in good condition.

Take a trip about the neighborhood to identify signs which indicate another person's possessions. Talk about the meaning of "No Trespassing" and "Private Property."

Read poems and stories which help pupils to understand some basic moral values involved in American traditions and customs. For example, develop an appreciation of the value of truthfulness and honesty by reading stories from the lives of Washington and Lincoln.

Collect and mount pictures illustrating American traditions and customs. Use pictures to develop some of the understandings involved in these traditions and customs. Pictures may be used illustrating such events as The First Thanksgiving, The Landing of the Pilgrims, and The Rail-Splitter.

Talk about being a good school citizen. Explain the meanings of respect and obedience. Point out how these traits may be practiced in the home, classroom, and neighborhood.

Talk about why behavior is described as right or wrong. Have the class evaluate behavior in the classroom and school as to whether or not it is right or wrong.

Commend good behavior. Counsel individually those who are persistently involved in acts of poor behavior.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS

Detailed Outcomes for Group II - 10 through 12 Years

UNDERSTANDING AND ACCEPTING ONESELF

1. Develops interests and behavior consistent with age and sex.
   a. Begins to understand the role of both sexes in family and social life.
   b. Begins to express self through appropriate play and hobbies.
2. Accepts and begins to understand physical self.
   a. Realizes that children vary in rate of growth.
   b. Knows that individuals differ in appearance.
   c. Begins to know that he will change physically.
   d. Begins to understand his physical handicaps.
   e. Assumes responsibility connected with his physical disability, such as wearing a hearing aid regularly.
3. Begins to understand his assets and mental limitations.
   a. Accepts the fact that he is in a slow learning class.
   b. Knows that he can do many things that others do in regular grades.
4. Begins to have some understanding of his feelings.
   a. Knows that it is important to be happy and pleasant.
   b. Realizes that talking to someone helps relieve unhappy feelings.
   c. Uses socially acceptable ways of expressing emotions.
5. Works toward realistic goals.
   a. Begins to move toward goals consistent with his assets and limitations.
   b. Works to achieve short-term goals, such as becoming room helper, baseball team member, safety cadet, or member of certain reading or arithmetic groups.
   c. Begins to develop respect for all work and workers.
6. Begins to demonstrate positive feelings of self-respect.
   a. Tries new tasks.
   b. Takes pride in assuming personal responsibilities in school and other places.
   c. Demonstrates a positive attitude in situations involving disappointment or failure.
   d. Takes pride in things that he can do well.

GETTING ALONG WITH OTHERS

1. Begins to understand how to work and play in a group.
   a. Takes turns.
   b. Shares attention and possessions with others.
   c. Volunteers and accepts help.
   d. Exercises self-control in some situations.
   e. Forms and joins clubs and groups.
   f. Contributes to family activities.

Detailed Outcomes for Group II - 10 through 12 Years (cont'd)

GETTING ALONG WITH OTHERS (continued)

2. Begins to accept the rights of others to look, act, and think differently.
    a. Begins to accept different nationalities and races.
    b. Begins to be tolerant of the beliefs and ideas of others.
    c. Is tolerant of the handicaps and limitations of others.
3. Reacts appropriately to others.
    a. Respects parents and adults.
    b. Begins to be concerned about others.
    c. Begins to assume responsibility for his acts.
    d. Avoids ridiculing others.
    e. Seeks friendship.

LIVING BY A CODE OF VALUES

1. Begins to develop acceptable personal values.
    a. Takes pride in being honest and truthful.
    b. Respects the rights and property of others.
    c. Takes care of and returns borrowed items.
    d. Avoids fighting.
    e. Wants others to respect and like him.
    f. Develops a sense of right and wrong.
2. Identifies and uses socially acceptable behavior.
    a. Uses simple expressions of courtesy.
    b. Shows consideration for others.
    c. Recognizes and admires some characteristics of famous persons and events associated with the American heritage.
3. Begins to respect authority.
    a. Understands and respects simple rules and regulations.
    b. Begins to understand that authority exists for the protection and welfare of everyone.
    c. Realizes that one should co-operate with authorities.

LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS

Suggested Activities for Group II - 10 through 12 Years

UNDERSTANDING AND ACCEPTING ONESELF

Provide opportunities for pupils to practice appropriate social graces. Such activities as entertaining parents or another class will enable the pupils to serve as hosts or hostesses.

Motivate and encourage interests in hobbies. Demonstrate and display the products of hobbies that pupils have pursued independently.

Discuss acceptable behavior for pre teen-agers. Use skits to illustrate desirable behavior. Explain how one's behavior causes others to accept or reject him.

Have class choose a rule-of-the-week relating to behavior. Have pupils evaluate how well the rule-of-the-week was practiced.

Maintain a file of mounted pictures which may be used to stimulate discussions about how facial expressions affect others.

Talk about the inner feelings that all people have. Through this type of discussion, pupils can be helped to better understand themselves. Discuss how situations affect our inner feelings. Have pupils share personal experiences which affected their inner feelings.

Display a picture which portrays a person's feelings. Talk about what may have happened just before the picture was taken. Have the pupils discuss how the individual in the picture is reacting. Write a chart story based upon the discussion.

Use stories which reveal the feelings of the characters. Have the children tell how they would feel in the situation.

Discuss how people may feel about themselves. Point out strengths of certain pupils. The recognition of these strengths will help the child to develop a positive self-image. Counsel privately those pupils who have negative self-images.

Dramatize situations to help the pupils develop ways of reacting to success and failure. Talk about some of the positive ways of reacting to failure.

Discuss common handicaps. Point out how attitude, effort, and acceptance can reduce some problems associated with a handicap.

Make puppets with various facial expressions. Have pupils create stories which are associated with the facial expressions of the puppets.

Consult the Visual Aids Handbook, the Textbook List for Slow Learn-

GETTING ALONG WITH OTHERS (continued)

related to acceptance.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LIVING BY A CODE OF VALUES

Have the class discuss the purpose of group rules. Help the pupils recognize that rules and limitations are necessary for group living.

Have the class represented in the student council. Have representatives report about council meetings to encourage discussion of probable solutions to some school problems.

Conduct sessions in which pupils may identify, discuss, and evaluate problems affecting the group. Arrange the class in a circle to encourage group discussion. Use the blackboard to record problems, contributions, and solutions. The class and the teacher should discuss and evaluate suggested solutions.

Talk about borrowing and how it can lead to disputes. Point out the importance of being honest when borrowing or lending.

Talk about ways in which people differ. Select and talk about examples from American history to show how various races and nationalities have contributed to our heritage.

Introduce a person who has been vested with authority to the class. Have this person help the class understand each pupil's separate role and responsibility. The crossing guard, the school monitor, and the assistant principal are some of the authority figures who may be involved in this activity.

Display pictures of people in authority. Have pupils write a simple chart story to point out their responsibilities to these people.

Discuss some of the American traditions and customs which contribute to our code of values. Refer to this code when major holidays are celebrated or biographies of some Americans are studied.

Use current events to illustrate respect or disrespect for our code of values.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS

Detailed Outcomes for Group III - 13 through 15 Years

UNDERSTANDING AND ACCEPTING ONESELF

1. Displays behavior, interest, and attitudes consistent with sex and age.
    - a. Begins to develop acceptable behavior in dating.
    - b. Begins to develop social amenities appropriate to his sex and age.
2. Understands and accepts his changing body.
    - a. Knows that girls mature earlier than boys.
    - b. Knows and accepts the physiological changes that occur with puberty.
    - c. Knows that no two individuals are exactly alike.
    - d. Begins to make the most of his physical appearance.
3. Understands and accepts limitations imposed by physical handicaps.
    - a. Knows that certain jobs are more suitable for him.
    - b. Begins to know that some people will reject or accept a person because of a handicap.
    - c. Takes responsibility for performing simple routines connected with his handicap.
4. Continues to develop acceptance and understanding of mental assets and limitations.
    - a. Realizes that the school program is fitted to his abilities.
    - b. Strives for maximum academic achievement.
    - c. Starts to develop appropriate vocational interests.
5. Develops some understanding and skill in handling his feelings.
    - a. Knows that it is normal to be interested in the opposite sex.
    - b. Begins to understand that emotions are normal.
    - c. Has a realistic attitude toward disappointment.
    - d. Seeks help from a responsible individual in solving personal problems.
6. Sets and works toward realistic goals.
    - a. Begins to talk about what kinds of jobs he might perform.
    - b. Is aware of some skills necessary to attain his future and present goals.
    - c. Develops a concern for success.
7. Demonstrates behavior and attitudes which reflect self-respect.
    - a. Takes pride in his hobbies, skills, and interests.
    - b. Takes pride in assuming personal responsibilities in school, home, and in groups.

GETTING ALONG WITH OTHERS

1. Begins to identify self with groups.
    - a. Joins school and community clubs.
    - b. Participates in organized sports.
    - c. Participates in community activities, such as Junior Red Cross and cleanup campaigns.
    - d. Associates closely with a peer group.
    - e. Begins to assume some adult functions in the family.

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

GETTING ALONG WITH OTHERS (continued)

2. Recognizes the contributions of others.
    a. Is aware of some contributions of individuals and groups of different nationalities and races.
    b. Is tolerant of the beliefs and ideas of others.
    c. Begins to accept individuals with handicaps and limitations.
3. Begins to be concerned for the desires and welfare of others.
    a. Respects individuals and groups.
    b. Respects the judgment of parents and adults.
    c. Assumes responsibility for his actions.
    d. Attempts to resolve difficulties pleasantly.
    e. Maintains friendships.

LIVING BY A CODE OF VALUES

1. Begins to live by an acceptable code of values.
    a. Shows concern for the rights and property of others.
    b. Attempts to resolve personal differences and unpleasant situations in a socially acceptable manner.
    c. Holds to his code of values in face of pressure.
    d. Appreciates the value of having a good reputation.
2. Begins to appreciate and understand a code of values approved by society.
    a. Is courteous and considerate.
    b. Is interested in American traditions, customs, and values.
3. Understands and respects authority.
    a. Understands that authority exists for the protection and welfare of everyone.
    b. Respects and co-operates with authorities.

LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS

Suggested Activities for Group III - 13 through 15 Years

UNDERSTANDING AND ACCEPTING ONESELF

Discuss socially acceptable behavior for teen-agers.

Have pupils plan and present a skit which illustrates appropriate behavior in certain social situations.

Have pupils make posters which illustrate acceptable school behavior. Pupils may use stick figures and captions to illustrate their posters.

Discuss and emphasize the importance of selecting appropriate places which may be attended when dating. Have the class list suitable school and community functions which may be attended when dating.

Make a scrapbook on party ideas. The scrapbook may be entitled Teen-age Parties. Include sections in the scrapbook concerning writing and sending invitations, planning games, preparing refreshments, and knowing and using appropriate behavior and manners.

Discuss the effect of polite manners on others. Have pupils tell how they are affected by polite manners of others.

Observe and evaluate the practice of good manners during various classroom activities.

Talk about school sponsored activities such as dances, athletic contests, and other programs. Encourage pupils to attend these functions.

Encourage pupils to teach each other how to dance. Plan for the class to attend an after school dance. Encourage each pupil to dance at least once.

Discuss the importance of proper behavior on dates. Have boys and girls tell how they expect each other to behave on dates.

Discuss the fact that people are judged by their behavior. Point out how the opinions of others may influence a person's acceptance and future opportunities.

Discuss social customs and traditions associated with men and women in our society. For example, point out that men remove their hats indoors, but women do not necessarily do so; that a man is expected to permit ladies to precede him when entering buildings or vehicles.

Discuss the importance of an individual's making mental and social adjustments to keep pace with his physical changes.

Discuss how appropriate behavior is related to one's age.

LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS

Suggested Activities for Group III - 13 through 15 Years (cont'd)

UNDERSTANDING AND ACCEPTING ONESELF (continued)

Discuss how individuals differ physically. Make charts or graphs showing the differences in weights or heights of various pupils.

Discuss how to make the most of physical attributes by practicing correct posture when standing, sitting, or walking.

Discuss proper behavior and attitudes toward handicapped individuals.

Discuss the importance of using glasses, hearing aids, or other aids.

Talk about some of the feelings that all people have such as happiness, anger, jealousy, and embarrassment. Have the pupils list some situations which may give rise to these feelings. Point out that it is normal to have feelings, but that they must be controlled.

Have the pupils list ways of reacting to disappointment. Discuss and evaluate the advantages or disadvantages of the various reactions to disappointment.

Discuss why it is wise to seek help when one cannot solve a problem. Point out where help can be found for various types of problems.

Present a hypothetical problem involving the use of certain social behavior. Have the pupils suggest their solutions to the problem.

Have the class members who are working discuss the personal characteristics necessary to get and hold their jobs. Point out how jobs demand various social skills. Emphasize the necessity for an individual to develop social skills in order to get and hold a job.

Have each pupil list the social skills that he thinks he possesses. Have him list which jobs he thinks he can perform because of these social skills.

Have the pupils list the things that they want to acquire in life. Have them tell how they think they can achieve their goals. Have each member of the class talk about the kind of impression he wishes to make on others. Next, have him tell if he thinks he is making this impression. Lastly, have him list ways he should behave to make the desired impression.

Discuss the relationship of popularity to a pleasant personality. Have pupils list indications of popularity. Help pupils develop a wholesome attitude toward popularity.

Discuss traits which make one popular. Encourage pupils to develop interests in hobbies, which may be shared with a group, as one method of gaining friends.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

UNDERSTANDING AND ACCEPTING ONESELF (continued)

Talk to the boys and girls about the general physical changes which are associated with growing up. Point out that it is important to accept these changes as being natural and normal.

Discuss ways in which individuals differ. Point out that everyone has strengths and weaknesses.

Discuss some of the problems associated with growing up. Make a list of the words used in the discussion such as maturity, adolescense, and independence. Have pupils define the words through discussion.

Have pupils learn a method in problem solving by answering the following questions:

What is the problem?
What are the ways to solve the problem?
What are the good and bad points of each way?
What is the best way?

Have the class list problems of adolescents. Practice solving these problems by using the four question method.

Explain the meaning of the term realistic. Have pupils apply their understanding of the term by listing their strengths and weaknesses.

Set up a Who's Who corner in the classroom to give recognition to pupils who have developed special skills and abilities. Display samples of work. Use actual problems confronting pupils as a basis for group and individual guidance and counseling sessions. Help pupils understand and develop wholesome feelings of pride in their achievements.

Discuss how success makes one feel. Have pupils tell about successful people they know. Have them describe how these people handled success.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

GETTING ALONG WITH OTHERS

Have the class suggest some things that can be done which will help the members make friends. Encourage participation in extracurricular activities.

GETTING ALONG WITH OTHERS (continued)

Have the class identify traits which cause people to have difficulty in getting along with others. Incorporate these traits in a check list to be used by pupils to evaluate and improve their skills in getting along with others.

Discuss the meaning of the terms like and dislike. Emphasize the importance of being polite and tolerant of people regardless of personal likes and dislikes.

Have the class volunteer a school service project. Organize the class to perform the service. When the project is completed, have the pupils evaluate how well the project was planned and executed. Talk about the need for and results of co-operation when people work together in groups.

Help the pupils understand their responsibility to their group. Emphasize the importance of group loyalty and respect.

Discuss expressions which are used in reference to problem solving such as "I am against a stone wall"; "If it can't be solved, learn to live with it"; "What's the use?"; and "Learn from your mistakes."

Have groups organize, perform, and evaluate their work in terms of group goals. Help each pupil understand that his contribution is important in helping the group obtain its goals.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LIVING BY A CODE OF VALUES

Have pupils plan social situations which may provide opportunity to practice social amenities. Plan a group visit to a movie or television studio. Have pupils evaluate how well social amenities were practiced.

Have pupils make posters which emphasize respect for public property. Use posters to motivate discussions on specific aspects of respecting public property.

Organize a panel to evaluate school problems related to getting along with one another. Encourage pupils to recognize that getting along with one another is facilitated by using a code of values.

Have pupils bring in newspapers and magazine stories which cite examples of people living by a code of values. Discuss how a code

LIVING BY A CODE OF VALUES (continued)

of values helps to guide behavior.

Discuss the need for authority. Have pupils give examples of authority. Make poster charts to explain how authority is delegated in the home, school, and community.

Use the Civil Section of the telephone directory to acquaint pupils with pedestrian traffic laws. Point out how these laws constitute group behavior codes.

Have pupils make simple reports about some sayings which reflect American traditions and customs of fair play, such as "Don't hit a man when he's down." and "All that glitters is not gold." Help pupils understand how codes of values were developed in America.

Discuss the value of a good reputation. Develop a skit showing that a good reputation really does count.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS

Detailed Outcomes for Group IV - 16 through 18 Years

UNDERSTANDING AND ACCEPTING ONESELF

1. Understands and accepts his sex role.
    a. Behaves in socially acceptable ways when dating.
    b. Understands the role of each sex in marriage.
    c. Uses the social amenities appropriate to his sex.
2. Understands and accepts physical self.
    a. Accepts his adult stature.
    b. Makes the most of his physical appearance.
3. Understands and accepts physical handicaps.
    a. Adjusts his vocational aims to his handicap.
    b. Has interests and skills that compensate for his handicap.
    c. Understands, accepts, and performs any routines connected with his handicap.
4. Understands and accepts his mental assets and limitations.
    a. Adjusts vocational aims to his limitations.
    b. Accepts the fact that in jobs and other situations he will often need guidance.
5. Expresses feelings in socially acceptable ways.
    a. Uses acceptable adult means of expressing emotions.
    b. Understands that strong emotions are normal under certain conditions.
    c. Knows where to go for help in solving personal problems.
6. Understands, establishes, and works toward realistic goals.
    a. Sets and works toward accomplishing realistic vocational goals.
    b. Develops realistic home and family aims.
    c. Develops realistic personal, social, and economic goals.
7. Practices self-respect.
    a. Takes pride in his vocational contributions.
    b. Takes pride in his hobbies and interests.
    c. Takes pride in his personal contributions to school, employer, church, community, and others.

GETTING ALONG WITH OTHERS

1. Understands and accepts various group roles.
    a. Functions as a group leader or follower.
    b. Understands that one must have certain qualifications to assume various group roles.
    c. Participates in group and community projects and activities.
    d. Functions as a member of a peer group.
    e. Functions as an adult family member.
2. Accepts and appreciates the rights and contributions of others.
    a. Appreciates the rights and contributions of individuals and groups of different nationalities and races.
    b. Appreciates the beliefs and ideas of others.
    c. Accepts individuals with handicaps and limitations.

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

GETTING ALONG WITH OTHERS (continued)

3. Is concerned with the desires and welfare of others.
    a. Appreciates the need to respect individuals and groups.
    b. Respects and tries to understand his family.
    c. Accepts responsibility for his behavior.
    d. Attempts to maintain pleasant relationships.
    e. Values friendships.

LIVING BY A CODE OF VALUES

1. Lives by an acceptable code of values.
    a. Handles moral and spiritual problems in an acceptable manner.
    b. Recognizes and chooses socially acceptable behavior when there is a conflict of interests.
    c. Prides himself on being a loyal, contributing, and respectable citizen.
2. Appreciates and understands the code of values approved by society.
    a. Is gracious and poised.
    b. Lives in keeping with American traditions, customs, and values.
    c. Desires to contribute to society.
3. Understands, respects, and appreciates authority.
    a. Obeys laws, rules, and regulations.
    b. Appreciates the need for authority.
    c. Encourages others to respect and co-operate with authorities.

LEARNING TO UNDERSTAND ONESELF AND TO GET ALONG WITH OTHERS

Suggested Activities for Group IV - 16 through 18 Years

UNDERSTANDING AND ACCEPTING ONESELF

Talk about how a pleasant personality will gain acceptance, friends, and opportunity.

Talk about some of the ways in which dress may improve physical appearance. Show how some styles favor some physiques while others are not flattering.

Have the pupils write a description of the role they think various members of the family play. Talk about why certain activities tend to be carried out by certain members of the family. Bring out why it is important for young adults to prepare themselves for adult roles if they are to enjoy successful family life.

Discuss why it is important for an individual to consider his ability to play a specific role before he commits himself to such courses of action as going steady, getting married, and having children.

Have the girls describe the type of young men they admire. Have the boys describe the type of girls they respect. Talk about the importance of being proud of the individuals with whom they associate and date.

Talk about the importance of practicing manners in making friends and creating favorable impressions.

Demonstrate and have the pupils practice introducing people.

Have the pupils write a description of a person of their own sex whom they admire and after whom they would like to pattern themselves. Discuss why it is important for an individual to pattern himself after an ideal. Bring out the importance of selecting a suitable ideal.

Discuss why an attractive personality is more important than physical appearance. Have the pupil cite cases in which an individual's personality contributes to his success.

Discuss how physical handicaps may limit vocational choice. Point out the importance of considering the limitations imposed by a handicap when making a vocational choice.

Have the pupils list and discuss reasons why it is important to perform routines necessitated by a handicap.

Talk about an individual's responsibility for recognizing and seeking help for physical problems as soon as he is aware of them.

UNDERSTANDING AND ACCEPTING ONESELF (continued)

Talk about the problems faced by the pupils because of low academic achievement. Emphasize the importance of being strong in other areas of performance to help offset low academic achievement.

Have the pupils explore requirements of various jobs. Have them list their qualifications for these jobs. Use these lists for individual counseling or group guidance sessions.

Have the pupils discuss the importance of seeking responsible help when faced by problems which they cannot solve. Have the pupils list various individuals and agencies providing guidance and help in problem solving.

Discuss the importance of doing your best at all times.

Have the pupils list and define various emotions and tell under which circumstances they might be experienced. Discuss the importance of controlling emotions for self-protection.

Have the pupils describe the emotional reactions they have observed in other people. Evaluate how these reactions were an advantage or disadvantage to the person.

Talk about how emotions can adversely affect a person. Show how your emotions can control your behavior to the point of adversely affecting your mental health.

Discuss how stress or strain can precipitate emotional problems.

Talk about the necessity for living within your income.

Help pupils develop the feeling that all work is important. Discuss the relation of personal pride and good job performance.

Discuss the need for having self-respect before one can gain the respect of others. Stimulate the desire for self-respect by citing examples of individuals who are recognized for their outstanding performances.

Have the pupils describe how performance beyond the call of duty merits individual recognition.

Encourage pupils to participate in the school's "dress up -- good manners day" campaign.

Have the pupils discuss why job failure is often due to personality problems.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING AND ACCEPTING ONESELF (continued)

Discuss suggestions that aid in developing self-control. List some suggestions for discussion, such as "Count to ten; then blow off," or "Take a walk in the fresh air."

Have pupils identify antisocial behavior in class or school. Have them suggest socially acceptable ways of handling such situations.

Encourage the pupils to observe the behavior of people. Have them note and evaluate how others react.

Have pupils write short paragraphs which answer the question "What kind of a person am I?" Review these paragraphs with pupils to help them see themselves as others see them.

Have pupils demonstrate some of the social amenities which may aid their acceptance by others.

Have pupils present a skit which illustrates how feelings might influence a person's actions. Discuss the importance of controlling feelings.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

GETTING ALONG WITH OTHERS

Have the class discuss the meaning of friendship. List the factors which the group feels are important for establishing and maintaining friendships.

Discuss how being loyal to the wrong kind of companion may create serious problems.

Discuss and list terms relating to friendship such as sincerity, trustworthiness, dependability, and thoughtfulness. Use examples to help pupils understand the relationship of these terms to friendship.

Discuss the importance of choosing friends and associates wisely.

Talk about the necessity of being courteous to all people.

Have the class develop a skit around the statement: "To have a friend, you must first be a friend."

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

GETTING ALONG WITH OTHERS (continued)

Encourage pupils to volunteer in neighborhood projects such as "Clean-Up, Paint-Up Week" and "Don't Be a Litterbug."

Have the pupils give reports about classmates, such as athletes and student council members, who have made contributions to the school and its community.

Have pupils list situations in which they are confronted by authorities. Discuss how society expects adults to react to authority.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LIVING BY A CODE OF VALUES

Discuss the meaning of citizenship, its duties, responsibilities, and privileges. Direct the discussion so that pupils understand that wholesome attitudes about citizenship begin in the home.

Have the class organize into groups to make reports about citizenship. Groups may report on citizenship in the home, school, city, and nation.

Have pupils discuss some of the deterrents to community improvement. Discuss vandalism and the cost of repairing or replacing damaged property.

Discuss why laws are necessary.

Encourage pupils to report on interesting current events which may help to illustrate the American way of life.

Discuss what is entailed in group membership. Talk about the advantages and disadvantages of belonging to groups.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHAPTER X

Persisting life problem # 7 Learning to understand the physical environment

"Experience, the universal Mother of Sciences."
Miguel de Cervantes.

CHAPTER X. PERSISTING LIFE PROBLEM #VII.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

INTRODUCTION

Definition

This persisting life problem involves the acquisition of those essential habits, attitudes, and skills necessary for understanding and adjusting to the physical environment. This problem is also concerned with knowing how to use and care efficiently for certain tools and mechanical equipment.

Point of View

Understanding the physical environment has no value to slow learners unless it helps them to live more successfully, more fully, and more effectively. Utility is the key or the reason for devoting time to the resolution of this persisting life problem in the school program for the slow learner.

The slow learner's understanding of his physical surroundings should equip him to enjoy, use, and conserve natural resources better. It should enable him to participate more intelligently in making community decisions relative to the control, use, and modification of his natural and mechanical environment.

The acquiring of elementary knowledge by the slow learner about his environment should aid him in being assimilated in his community. In addition, he will be helped to be more personally efficient by having some understanding of the mechanical devices that he encounters in his daily living in his home, place of work, and in the community.

The slow learner, like other people, is surrounded by his physical environment. He must adjust to this environment in order to survive. In order to adjust he must have some understanding of those things in his environment which affect him directly. The school program has an obligation to help him control, understand, modify, and use his environment advantageously. The degree to which he acquires understanding of his environment will affect his personal adjustment and the contribution that he can make to his family and community. His keeping healthy, earning a living, and enjoying beauty relate directly to his understanding of his physical environment.

The problem confronting the school is twofold -- the selection of what should be taught and the determination of how the material is to be taught. Selection presents a particularly difficult problem because the physical environment includes a vast array of complex phenomena. Understanding much of this complex phenomena has little relevancy to the slow learner's survival or to his appreciation and adjustment to his surroundings. Selection of what he is to learn will be further narrowed by the slow learner's limited ability to understand the underlying

Point of View (continued)

factors which explain much of the complex phenomena found in his physical surroundings.

At best, the slow learner's knowledge will be limited generally to his observation of the phenomena and only a superficial understanding of the underlying causative factors. For example, the slow learner may see or hear a jet plane fly overhead. He knows it is an airplane and may know some of its uses. However, he will have little understanding of the principles of jet propulsion, aerodynamics, or the causes of sonic booms. Furthermore his survival or his adjustment is not dependent upon his understanding these principles. However, he will probably need to know and be capable of understanding such concepts related to this phenomena as jet planes are larger and have a different kind of engine than other planes, they travel much faster, they are more efficient in that they can carry larger loads, they need special airport facilities, and they create a noise problem for the community. This example demonstrates that selection of what is to be learned must be based upon that which has utility, experience, and meaning for the slow learner. Utility related to survival is the most important of the three factors which must be applied to the selection of what is to be taught to the slow learner in the school program.

For example, in order for the slow learner to survive socially he must have basic understanding of such physical phenomena as the effects of weather, the need to conserve plant life which beautifies the community, and the necessity for sanitation. Without elementary understanding of this type he becomes socially inadequate, conspicuous, and different from others. A lack of this kind of basic understanding will prevent his assimilation into society. Similarly, he needs certain knowledge about his physical surroundings in order to survive economically. For example, he must have certain basic understandings of such things as how to operate common tools and appliances in order to earn a living or become a homemaker. In addition, his personal economic well-being may be lowered if he does not have understanding of how to use public utilities economically or if he does not know the basic principles associated with heating or refrigeration. Another aspect of survival is related to knowledge which helps the individual in a highly personalized way. Personal survival of the slow learner may in part depend upon his acquiring such basic understandings as the control of pests, proper venting of gas heaters, sanitary measures related to preparation and preservation of foods, and use of household chemicals.

Selection of what will be taught about the physical environment will also, in part, be governed by the passage of time and events. The advent of television provides many contacts with complex phenomena which previously had been beyond the pale of most slow learners' experiences. This broadened experience with physical phenomena, even though vicarious, will pique the slow learner's curiosity and interest about things which in the past ordinarily would not have been of concern to him. For example, such events as: space flights; national catastrophies, such as floods and earthquakes; weather forecasts; and science fiction programs are brought within the realm of the slow learner's experience by television. He will be interested and curious and will have need to have some of the phenomena explained to him. The selection of what will be

Point of View (continued)

taught in the school program will be in part controlled by this need. The selection of what should be taught to the slow learner concerning his physical surroundings will be determined by survival needs and, to some degree, his current interest needs.

The problem of how to teach and develop understandings about phenomena related to the physical environment of the slow learner is difficult to resolve. The usual teaching technique of using actual experience as an instructional vehicle may not always be practical in resolving problems and developing understandings related to physical phenomena. For example, the effects of waste or destruction of national resources, the effects of bacterial action on food, the effects of certain household chemicals on humans, the effects of carbon monoxide cannot be taught by giving the pupil actual experience with the phenomena in a life situation.

However, many phenomena which cannot be demonstrated safely or easily are important to the slow learner's survival. In such cases the teacher must resort to providing vicarious experiences which will convey an understanding of the phenomena. Fortunately, many excellent instructional aids which the classroom teacher can use in place of firsthand experiences, are available. These include film, film strips, models, highly illustrated pamphlets, books, records, charts, and television programs.

The use to which the teacher puts these instructional aids will be limited only by his ingenuity. As in all teaching of science, when the teacher resorts to using vicarious experiences, she must help the slow learner understand the purpose and application the phenomena has for him.

One of the most important techniques used in teaching science is the use of experimentation or demonstration. Through the use of demonstration and experimentation the slow learner becomes involved and thus is highly motivated. Experimentation also lends itself to concrete learning situations. However, merely carrying out various experiments in the classroom will not insure that the pupils will learn to apply the concepts demonstrated to their daily living. For example, an experiment which demonstrates that some liquids expand when heated may have little but esoteric value for the slow learner unless some intensive effort is made to give many real-life applications of the phenomena. In this instance the teacher may point out that if soup is heated, it may boil over and extinguish the gas flame. Or the teacher may point out that heating of food in its sealed containers may cause an explosion unless the lid is punctured.

In essence, effective teaching by experimentation is possible only if the teacher bridges the gap between the results of the experimentation and its practical application in the slow learner's daily life.

In summary, this introduction to "Learning to Understand the Physical

Point of View (continued)

Environment" has outlined the proposition that understanding the physical environment has no value to the slow learner unless it helps him to survive successfully. It was pointed out that his ability to solve other persisting life problems may depend upon his acquiring basic understanding of his physical environment.

Lastly, the teacher is urged to use vicarious experiences when teaching science when it is impractical to use life experiences or experimentation. However, whatever approach is used, the teacher must bridge the gap so that the slow learner applies what he learns to his daily living.

PERSISTING LIFE PROBLEM #VII. --

General Outcomes for Group I - 6 through 9 Years

UNDERSTANDING AND ADJUSTING TO NATURE

1. Begins to observe weather and understand some weather conditions.
2. Begins to develop an awareness of some kinds of plant life in his environment.
3. Begins to be aware of some common animals, insects, and birds.
4. Begins to develop positive attitudes toward conservation.
5. Becomes aware of some of the effects of sun, air, and water.
6. Begins to be aware of heat, light, and sound in his environment.
7. Begins to observe some common effects of power.
8. Begins to have some understanding of time and space.

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

1. Begins to use tools, devices, and toys commonly found in the home and school environment.
2. Begins to care for devices, tools, and toys properly.
3. Becomes aware of the use of some instruments of communication, such as the telephone, radio, and T.V.
4. Knows that workmen need tools to do their jobs.
5. Begins to be aware that the use of tools and machines help people do their work more easily and quickly.

General Outcomes for Group II - 10 through 12 Years

UNDERSTANDING AND ADJUSTING TO NATURE

1. Begins to understand how weather and seasons affect daily activities.
2. Begins to know that man needs and uses plant life.
3. Begins to appreciate the importance of animals, birds, and insects.
4. Begins to practice simple conservation habits.
5. Begins to understand how sun, air, and water affect his environment.
6. Identifies a variety of ways in which man needs and uses heat, light, and sound.
7. Knows that energy is important to man.
8. Expands his knowledge of time and space.

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

1. Uses tools, such as hammer, nail, screwdriver, and pliers appropriately.
2. Uses simple mechanical devices and equipment in the home, such as iron, toaster, washing machine, vacuum cleaner, lawn mower, and bicycle appropriately.
3. Cares for simple tools and devices efficiently.
4. Uses and operates radio, television, phone, and record player.
5. Begins to know how tools and machines help man to do his work more efficiently.
6. Begins to know that pulleys, levers, and inclined planes are simple machines.

PERSISTING LIFE PROBLEM #VII. --

General Outcomes for Group III - 13 through 15 Years

UNDERSTANDING AND ADJUSTING TO NATURE

1. Understands the importance of adjusting to weather and the seasons.
2. Understands how man uses plant life.
3. Understands the importance of animals, birds, and insects to man.
4. Understands and practices conservation.
5. Begins to understand how man utilizes sun, water, and air for his needs.
6. Uses most sources of heat, light, and sound efficiently.
7. Identifies common sources of energy and understands how man uses them.
8. Begins to understand some relationship of time and space.
9. Begins to understand and use some basic scientific principles in daily living.

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

1. Understands the need for and the use and care of hand tools.
2. Begins to use power equipment.
3. Makes minor repairs on mechanical devices in the home.
4. Begins to use mechanical equipment, such as vending machines, public telephones, and elevators in public places.
5. Knows how machines help man.

General Outcomes for Group IV - 16 through 18 Years

UNDERSTANDS AND ADJUSTS TO NATURE

1. Understands and uses weather information.
2. Controls and uses plant life effectively.
3. Knows how man uses and controls animals, birds, and insects.
4. Uses and conserves resources wisely.
5. Uses sun, water, and air effectively.
6. Understands and controls heat, light, and sound.
7. Knows some of the ways man uses and controls energy.
8. Expands his understanding of the relationship between time and space.
9. Understands and uses some basic scientific principles in daily living.

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

1. Selects and uses appropriate tools to complete a job.
2. Uses and cares for a variety of hand tools and power equipment.
3. Operates household equipment efficiently, such as vacuum sweeper, washer, and dryer.
4. Understands the efficient use of metered utilities.
5. Operates public mechanical devices efficiently, such as phones, elevators, and vending machines.
6. Understands how to operate and maintain an automobile.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Detailed Outcomes for Group I - 6 through 9 Years

UNDERSTANDING AND ADJUSTING TO NATURE

1. Begins to observe weather and understand some weather conditions.
    a. Identifies weather as sunny, cloudy, rainy, snowy, cold, warm, and hot.
    b. Begins to recognize seasonal weather changes.
    c. Begins to understand that people dress to suit the weather.
    d. Begins to relate temperature to weather.
    e. Begins to understand that weather and season affect play, work, and living things.
2. Begins to develop an awareness of some kinds of plant life in his environment.
    a. Identifies familiar plants such as trees, flowers, and grass.
    b. Begins to know that some plants grow from seeds.
    c. Begins to know what makes plants grow.
    d. Associates some plants with common foods.
3. Begins to be aware of some common animals, insects, and birds.
    a. Knows the names of some familiar animals, birds, and insects.
    b. Becomes aware that animals, birds, and insects live in a variety of homes.
    c. Begins to know how animals and birds care for their young.
    d. Begins to know how to handle and care for domesticated animals.
4. Begins to develop positive attitudes toward conservation.
    a. Begins to practice ways of avoiding waste of food and materials.
    b. Knows that carelessness can damage or destroy natural resources.
    c. Becomes aware of some of the ways people provide protection and food for birds.
5. Becomes aware of some of the effects of sun, air, and water.
    a. Becomes aware that sun, air, and water help plants, animals, and people grow.
    b. Knows that excessive sun, wind, and water are harmful.
    c. Understands that air moves.
    d. Discovers that water changes form.
6. Begins to be aware of heat, light, and sound in his environment.
    a. Begins to know some sources of heat such as sun, fire, and electricity.
    b. Begins to know some sources of light such as sun, moon, fire, and electric bulbs.
    c. Begins to know some sources of sound such as voices, musical instruments, the doorbell and telephone.
    d. Begins to use heat, light, and sound for health, safety, and pleasure.
    e. Begins to know when heat and light are harmful.
7. Begins to observe some common effects of power.
    a. Observes that wind moves things; electricity and magnets are forms of energy.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Detailed Outcomes for Group I - 6 through 9 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

- b. Begins to observe that some form of power is needed to move things.
- c. Becomes aware that some machines run by using fuel.

8. Begins to have some understanding of time and space.
   - a. Knows that the sun, moon, and stars are far away.
   - b. Begins to develop a concept of day and night.
   - c. Develops an awareness of different speeds in travel, such as fast and slow.
   - d. Develops an awareness of how distance causes things to appear smaller.
   - e. Understands that it is a long time between spring, summer, autumn, and winter.
   - f. Expresses an interest in astronauts and space flights.

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

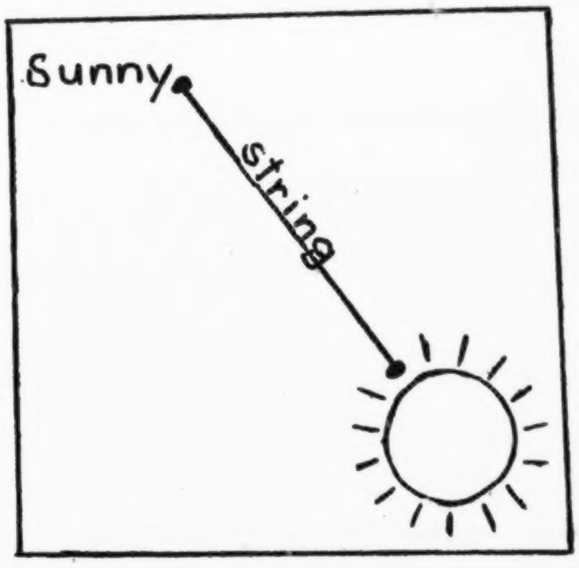
1. Begins to use tools, devices, and toys commonly found in the home and school environment.
   - a. Uses such devices as doorknobs, light switches, water faucets, keys in locks, and drinking fountains.
   - b. Uses such tools as brooms and dustpans, scissors, knives, bottle and can openers, pencil sharpeners, staplers, and punches.
   - c. Uses riding, manipulating, assembling, and electrical toys.
2. Begins to care for devices, tools, and toys properly.
3. Becomes aware of the use of some instruments of communication, such as the telephone, radio, and T.V.
4. Knows that workmen need tools to do their jobs.
5. Begins to be aware that the use of tools and machines help people do their work more easily and quickly.

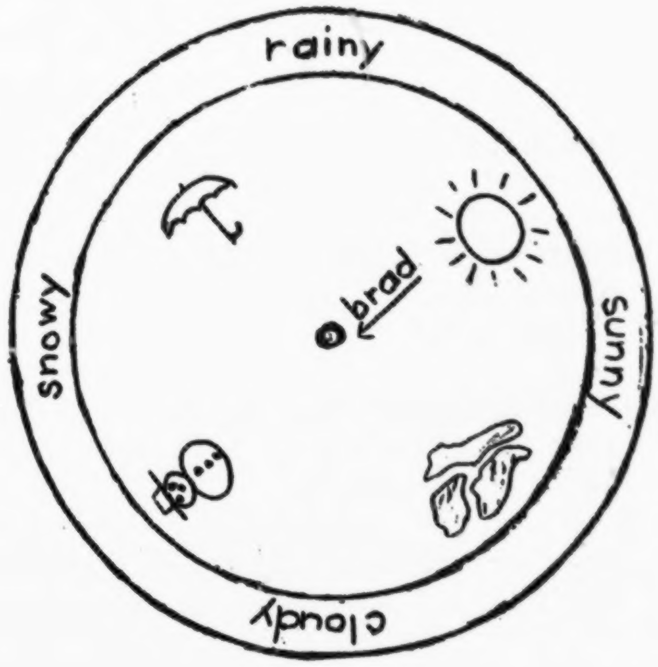
LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Suggested Activities for Group I - 6 through 9 Years

UNDERSTANDING AND ADJUSTING TO NATURE

Talk about the daily weather conditions and changes. Present pictures which illustrate different kinds of weather. Construct a weather chart. See illustrations:





Have a child adjust chart daily according to weather conditions. Encourage children to refer to the weather chart when making group plans.

Have children match pictures of assorted clothing to appropriate seasons and weather conditions.

Have children draw pictures of appropriate dress for varying weather conditions.

Display an adjustable thermometer which children may set to the temperature. Talk about how the temperature goes up when it is hot and down when it is cold.

Have children care for classroom plants. Develop a simple reference chart to help children remember some of the things they should do when caring for indoor plants.

Have children find pictures which illustrate how we use plants. These pictures may be used to aid discussion such as "Plants We Use for Food" and "Plants Which Make Homes Beautiful."

Have children grow common plants from seeds. Help children observe plant growth by pointing out leaf buds, stems, and foliage.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Suggested Activities for Group I - 6 through 9 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Encourage children to contribute various seeds to science displays. Have children bring in pictures of what the seed produces. Point out how important seeds are to plant life.

Have class make scrapbooks of pictures of common plants which we eat.

Encourage children to add pictures of other plants which are used as food.

Help the children observe how plants grow by placing corn and bean seeds on a wet sponge. Encourage the class to notice the changes which occur as the seeds sprout.

Have children find pictures of animal and bird families. Incorporate these pictures in a file to be used in discussions about familiar birds and animals.

Read and tell stories about the different kinds of homes used by living things. Have children draw pictures to illustrate the homes of living things.

Encourage children to be aware of birds and insects when they are walking outdoors. Talk about some of the dangers involved in handling insects.

Talk about the ways that animals and birds care for their young.

Explain the difference between tame and wild animals. Help children understand that all animals have ways of defending themselves and protecting their young. Discuss safe ways of handling pets.

Develop acceptable attitudes toward waste and destruction. Use meaningful illustrations such as taking more food than a child can eat, pouring more paint than is needed, and playing roughly in good clothes. Activities of this type will develop beginning positive conservation attitudes.

Talk about how carelessness on the part of children may destroy natural resources. Refer to the story about "Smoky Bear" to illustrate the effects of carelessness.

Take walking trips during the various seasons to observe the beauty of nature.

Have children make simple bird feeders which may be placed in their own yards. Encourage children to report to the class about birds which come to the feeders.

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Develop a skit in which people change clothes for different seasons. Point out that animals also change coats in different seasons.

Conduct simple experiments to explain the effects of the sun. Compose chart stories about these experiments.

Talk about common things which are moved by air, such as kites, balloons, flags, sailboats, leaves, and seeds.

Construct a paper windmill to demonstrate that moving air moves things. Use twirling, blowing, and fanning to demonstrate that air in motion has force.

Talk about dust, smoke, ash, and other materials which are carried by air. Observe what happens on a windy day.

Conduct simple experiments with plants to show how light, water, and air are necessary for growth. Have children observe and report on the changes in plants that do not receive adequate light, water, and air.

Talk about the ways that people provide for adequate light, water, and air. Have children draw pictures to illustrate ways that their bodies get adequate light, water, and air.

Conduct simple experiments to show the effects of excessive sun and water. Show how plants die from direct heat by placing a lamp close to the plant. Show how too much water causes plants to die.

Encourage children to understand that all living things need certain amounts of light, water, and air.

Develop a skit in which a child becomes sunburned. Have class discuss how and why we should protect ourselves from sunburn.

Conduct simple experiments to illustrate how water changes form. For example, place a small container of water outside on a cold day to observe how water changes to ice. Collect small amounts of snow and watch it melt. Boil water to show how it changes to steam.

Have children list the ways in which they daily use heat, light, and sound.

Talk about common sources of heat and light. Discuss the needs for heat and light.

Have children develop a chart of things that are used to make sounds. Illustrate the chart with pictures.

Play a game in which boys and girls are required to interpret the

Suggested Activities for Group I - 6 through 9 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

meanings of different sounds they hear. Use the sounds of a telephone, an automobile horn, closing of a door, fire alarm signals, an alarm clock, a knock on the door, and a person's voice.

Have children experiment with a small magnet. Talk about and list the objects which a magnet will pick up.

Have children discuss concepts of time and space by talking about how long it takes to "go to see grandfather," how long it takes "to get to school," and how long it takes "to go downtown."

Talk about how the sun, moon, and clouds appear to the children.

Talk about differences in travel time on rainy, snowy, foggy or clear days.

Talk about astronauts and space flights.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional appropriate materials and ideas.

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

Demonstrate and have the class practice using and caring for simple mechanical school equipment such as scissors, stapler, and pencil sharpener.

Cut and paste pictures of tools and machines used in the home and school. Talk about how these tools and machines help us get work done.

Encourage children to develop a feeling of responsibility for the care of classroom tools and equipment by appointing scissor, stapler, and pencil sharpener monitors.

Demonstrate the operation of common tools and devices found in the home and the school which children should operate independently.

Have children talk about tools and devices which they see in use in their homes.

Construct a cardboard dial face of the telephone. Have children take turns practicing how to dial telephone numbers.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Books List for additional appropriate materials and ideas.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Detailed Outcomes for Group II - 10 through 12 Years

UNDERSTANDING AND ADJUSTING TO NATURE

1. Begins to understand how weather and seasons affect daily activities.
   a. Identifies daily and seasonal weather conditions.
   b. Dresses appropriately for weather conditions.
   c. Understands some of the ways weather affects plant and animal life.
   d. Begins to attach some meaning to weather thermometer readings.
   e. Begins to be aware that weather can be predicted.
2. Begins to know that man needs and uses plant life.
   a. Identifies plants commonly used for food.
   b. Becomes aware of some of the ways plant life provides shelter and clothing.
   c. Develops an interest in planting and growing common plants.
   d. Becomes aware that plant life beautifies his surroundings.
3. Begins to appreciate the importance of animals, birds, and insects.
   a. Identifies many domestic and wild animals, birds, and insects.
   b. Knows that some animals and birds are used for food.
   c. Knows some of the uses that man makes of animals and birds.
   d. Begins to know that insects may be useful or harmful.
   e. Knows the importance of using proper and safe practices when caring for domesticated animals and birds.
4. Begins to practice simple conservation habits.
   a. Identifies some natural resources in his environment.
   b. Defines conservation in terms of not wasting nor destroying natural resources, food, and materials.
   c. Develops attitudes which aid the conservation of plants and animals.
   d. Begins to practice simple conservation habits such as feeding birds and planting Arbor Day trees.
   e. Becomes aware of the disastrous effects of floods, storms, and fires.
5. Begins to understand how sun, air, and water affect his environment.
   a. Knows that temperature is affected by sun, air, and water.
   b. Knows how plant growth is dependent upon sun, air, and water.
   c. Knows that rain, snow, and fog come from water in the air.
   d. Knows that water evaporates.
   e. Knows how to protect self from excessive exposure to the elements.
6. Identifies a variety of ways in which man needs and uses heat, light, and sound.
   a. Begins to know some ways to produce and control heat, light, and sound.
   b. Becomes aware of dangers involved in careless use of heat,

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

light, and sound.

  - c. Begins to use equipment which produces heat such as stove, iron, or heater.

7. Knows that energy is important to man.
   - a. Begins to understand how machines and motors help man.
   - b. Knows some of the fuels which are used to operate machines.
   - c. Begins to observe how electricity is used to help man.

8. Expands his knowledge of time and space.
   - a. Knows that the earth is large and is composed of land, water, and air.
   - b. Knows that the sun, moon, and stars are a great distance from the earth.
   - c. Understands the meanings of minute, hour, week, month, and year.
   - d. Becomes familiar with some of the preparations needed for space flights.

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

1. Uses tools such as hammer, nail, screwdriver, and pliers appropriately.
2. Uses simple mechanical devices and equipment in the home such as iron, toaster, washing machine, vacuum cleaner, lawn mower, and bicycle appropriately.
3. Cares for simple tools and devices efficiently.
4. Uses and operates radio, television, phone, and record player.
5. Begins to know how tools and machines help man to do his work more efficiently.
6. Begins to know that pulleys, levers, and inclined planes are simple machines.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Suggested Activities for Group II - 10 through 12 Years

UNDERSTANDING AND ADJUSTING TO NATURE

Keep a classroom weather chart to record daily weather changes. Have class interpret the chart by writing a weather report.

Divide class into groups to represent the four seasons. Have each group make a frieze which illustrates the weather conditions common to each season.

Develop an illustrated reference chart of weather terms. Encourage children to refer to this chart when reporting and discussing daily and seasonal weather changes.

Discuss appropriate dress associated with different kinds of weather. Have children make illustrations of appropriate dress for various weather conditions.

Read stories about animals and discuss how they protect themselves during seasonal conditions.

Discuss how weather conditions affect plants. Talk about how weather conditions can damage and limit the amount of fresh fruits and vegetables on the market.

Encourage children to observe and discuss seasonal changes such as falling leaves and nuts in autumn, dry grass and absence of birds and insects in winter, flowers and buds in spring, fireflies and green grass in summer.

Discuss how seasonal changes affect play activities. Develop a list of games which are usually played during each season.

Construct a classroom thermometer. Adjust the thermometer to record daily temperatures. Help the class use the temperature readings as a way of knowing how to dress for weather conditions.

Encourage class to consider weather predictions when making plans for a field trip or class outing.

Take the class to visit a garden or farm to become acquainted with plants which are used as food. Have children develop individual booklets about plants which are used for food.

Take the class to the County or State Fair to see a variety of produce. Have children list foods under categories of fruits, vegetables, and animals.

Have children collect and make a display of common plant seeds. Draw pictures of the fruit, nut, vegetable or weed produced by each seed.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Read stories which help children understand how plants provide shelter and clothing. Develop a picture file about some of the things that we get from plants.

Have children grow plants from bulbs and seeds in the classroom. Encourage children to assume responsibility for the care of plants.

Discuss indoor and outdoor plants which beautify the home. Point out the special care and attention needed for both types of plants.

Have children collect and develop a picture file about animals, birds, and insects. Use the picture file when discussing various common animals, birds, and insects. Provide easy-to-read animal stories which children may use to learn about animals, birds, and insects.

Have children find pictures of different kinds of meat. Identify the meat by name and by the animal from which it comes.

Read stories about and discuss how man uses animals, birds, insects, and fish. Develop an illustrated scrapbook about some of the ways that animal life is useful to man.

Have class suggest a list of common insects. Discuss whether these insects hurt or help us. Talk about preventive steps which may combat or control harmful insects.

Discuss the basic care of domesticated animals. Emphasize such points as cleanliness, regular feeding, exercise and innoculations.

Develop the concept of maintenance as an important factor in conservation. Cite examples such as repairing streets, fixing the roof of a house, repairing or mending a torn jacket.

Talk about natural resources which are important in our daily lives. Help children understand that natural resources should not be wasted, but used wisely.

Encourage the class to consider ways of practicing conservation. Develop the concept of waste as a factor in conservation.

Discuss the need to respect signs placed in public places which are there to protect plant and animal life.

Discuss some of the ways people protect themselves and their property during floods, storms, and fires.

Discuss how animals and birds cope with seasonal and climatic changes such as hibernation and migration. Cite examples.

Conduct a simple experiment that demonstrates the evaporation of water. Fill a dish with a salt solution and allow it to stand several days. Gradually water will disappear by evaporation, leaving only salt as residue in the bottom of the dish. The process of evaporation may be related to drying. Use examples such as clothes and sidewalks drying after a rain and freshly washed blackboards drying quickly. Observe that heat and wind help speed the drying process.

Demonstrate evaporation by placing two small, equally filled jars of water where they can be observed for several days. Fasten a lid tightly on one jar. Leave the other jar uncovered. Observe that the water in the uncovered jar gradually disappears through evaporation.

Conduct simple experiments which demonstrate that heat can be measured. Use containers of cold, warm, and hot water. Have children dip fingers in each container. Place a thermometer in each container and measure temperature.

Have children talk about and list different sounds which have meaning to them. Examples of some of these sounds are fire bell, emergency siren, telephone bell, and the bell of the ice cream man.

Help children understand that sound travels. Construct a toy telephone by connecting two small cans with heavy twine. Have two children at distant points talk to each other. Have children take turns feeling the sound of voices as they vibrate through the twine into the cans.

Demonstrate some ways a magnet works. Discuss some uses of a magnet.

Rub a comb against wool and use the charged comb to attract scraps of paper to show the children the effect of static electricity.

Have class collect pictures about space flights. Use these pictures when discussing space flights.

Prepare charts to illustrate the relation of hour-to-day, day-to-week, and month-to-year. Discuss these relationships.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

Demonstrate and discuss how the hammer, saw, and screwdriver are used. Have class suggest ways in which these tools may be used at home.

Discuss the proper care and storage of tools around the home so that tools are always available for use.

Demonstrate the proper way to use and care for classroom tools and devices.

Discuss the care of mechanical equipment in the home. Point out the need to consult experts in some cases.

Demonstrate the correct use of the pulley on the window shades. Point out how the pulley is used to lock the shade in position.

Obtain telephones so that children can practice the correct use of the telephone. Develop and use a classroom telephone directory.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Books List for additional, appropriate materials and ideas.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Detailed Outcomes for Group III - 13 through 15 Years

UNDERSTANDING AND ADJUSTING TO NATURE

1. Understands the importance of adjusting to weather and the seasons.
    a. Knows that weather changes regularly and frequently.
    b. Knows that weather affects dress, work, and travel.
    c. Knows that weather affects plant and animal life.
    d. Reads and uses thermometer readings in daily planning.
2. Understands how man uses plant life.
    a. Knows how and why man depends on plant life for food, shelter, and clothing.
    b. Becomes aware that some medicines and chemicals are products of plant life.
    c. Knows and identifies some harmful plants.
    d. Knows how plants reproduce.
3. Understands the importance of animals, birds, and insects to man.
    a. Knows that animals contribute to man's food, shelter, and clothing.
    b. Begins to know that animals are used for scientific research.
    c. Begins to know how to control some harmful animals and insects.
    d. Knows that animal, bird, and insect life is dependent upon plant life.
4. Understands and practices conservation.
    a. Knows the uses of common natural resources.
    b. Understands some of the ways to conserve natural resources.
    c. Knows that practicing fire prevention, planting trees, and obtaining fishing and hunting licenses are ways of preserving natural resources.
    d. Recognizes that erosion, fire, and pollution destroy natural resources.
    e. Recognizes the causes of polluted air and water.
5. Begins to understand how man utilizes sun, water, and air for his needs.
    a. Begins to understand how man uses air for heating, cooling, and traveling.
    b. Begins to understand how man uses water for power, health, and recreation.
    c. Knows how water, sun, and wind can cause damage.
6. Uses most sources of heat, light, and sound efficiently.
    a. Knows a variety of uses for sound, heat, and light in daily living.
    b. Knows the importance of regulating heat, light, and sound.
    c. Begins to know that heat, light, and sound are used in industry.
7. Identifies common sources of energy and understands how man uses them.
    a. Understands how coal, gas, wind, and waterpower are used.

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

- b. Begins to understand how simple machines operate.
- c. Begins to understand how electrical current is used.
- d. Becomes aware that energy can be converted from one form to another.
- e. Develops some understanding of the principle of the compass and electromagnet.

8. Begins to understand some relationship of time and space.
   - a. Knows that the earth is a planet in the solar system.
   - b. Begins to understand some reasons for space activities.
   - c. Begins to know some problems involved in space travel.
9. Begins to understand and use some basic scientific principles in daily living.
   - a. Begins to understand and use some of the basic cause-and-effect relationships between bacteria and food preservation, spoilage of food, sterilization, sanitation, prevention and treatment of illness.
   - b. Begins to understand and use some basic cause-and-effect relationships between the use and mixing of certain common household chemicals.
   - c. Begins to understand and use some basic cause-and-effect relationships concerning the use of certain chemicals and health or safety.
   - d. Begins to understand and use some basic cause-and-effect relationships concerning temperature and expansion, contraction and change in form.

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

1. Understands the need for and the use and care of hand tools.
2. Begins to use power equipment.
   - a. Operates equipment in shop and home economics classes.
   - b. Operates power equipment, such as power mower, sander, polisher, and electric drill.
3. Makes minor repairs on mechanical devices in the home.
4. Begins to use mechanical equipment, such as vending machines, public telephones, and elevators in public places.
5. Knows how machines help man.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Suggested Activities for Group III - 13 through 15 Years

UNDERSTANDING AND ADJUSTING TO NATURE

Have pupils report the daily weather prediction. Encourage class to use the weather information to determine the kind of clothing to be worn and the type of activity to be planned.

Chart daily temperatures on a line graph. Discuss the causes of frequent temperature changes. Use the graphs to illustrate the trend of the temperature in various seasons. Have pupils read and record inside and outside temperatures in the morning and afternoon. Discuss the differences between morning and afternoon temperatures.

Compile individual scrapbooks illustrating appropriate clothes for the various seasons.

Discuss some of the work which can be performed during certain seasons. Encourage the class to list seasonal jobs which they might obtain, such as cleaning sidewalks in winter, erecting awnings, and cutting grass in summer, raking leaves in fall, and planting seeds and bulbs in spring.

Discuss some technical terms which are used on television in reporting weather predictions.

Visit a weather bureau station to observe how weather predictions are formulated. Point out the technical instruments which register the effect of the sun, air, and water in a weather prediction.

Discuss effects of weather on certain types of jobs, such as construction or seasonal and regional jobs.

Talk about plants that have a variety of food uses. Encourage pupils to write letters to produce associations and processors requesting information about food products. Use this information to organize reports which may be used for supplementary reading.

Read and discuss stories which will enable pupils to understand that plants are used for shelter and clothing.

Organize illustrated material to show the importance of plants to man.

Encourage pupils to browse for pictures which illustrate the use of synthetics in clothing. Collect samples of synthetics. Post a list of the names of common synthetics.

Have pupils talk about and draw sketches of plants that are harmful to man. Sketches should be drawn from pictures. Have pupils compile a notebook of information about these plants.

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Talk about the simple facts of plant reproduction. Construct a display which illustrates the life cycle of plants. Displays about plant reproduction may be borrowed from the Museum of Natural History.

Talk about ways that seeds are scattered. Have pupils bring in a variety of seed pods and seeds from common plants for a display. Read stories and collect pictures about some of the many ways animals help man.

Discuss some of the reasons for not destroying owls, snakes, hawks, and certain other animals. Emphasize that rats and mice are kept in check by their natural enemies. Discuss the fact that spiders are useful in controlling harmful insects. Develop the concept that all living things are interdependent.

Discuss the defenses possessed by some plants and animals which protect them against severe weather and dangers. Explain how man has learned from plants and animals to improve his ways of adapting to his environment.

Discuss migration and hibernation as methods used by animals to protect themselves.

Discuss harmful insects and some ways of ridding home and neighborhood of these pests. Have class contact Department of Public Health for informative printed material.

Discuss the importance of natural resources such as soil, forests, water, oil, natural gas, and coal. Have pupils choose a natural resource and list the uses that man makes of this resource.

Talk about conservation as it relates to salvaging materials for other uses. Point out that factories salvage rags, newspapers, old iron and steel to make paper, needles, lampshades, and some forms of cardboard.

Discuss how pupils can apply principles of conservation to their daily lives. For example, have pupils carefully analyze how they use materials such as toothpaste, food, and notebook paper.

Have the class write a letter to the County Soil Conservation Service asking for information concerning conservation. Have pupils organize this information into written reports which may be submitted to the school newspaper.

Discuss the damage that erosion can do to sidewalks, house foundations, and gardens.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Illustrate the effects of erosion and its prevention by setting up the following experiment: Have water drip in a tilted pan of soil. Observe what happens. Have water drip on a tilted pan of sod. Observe how erosion is prevented.

Take a walk after a spring rain to observe evidences of soil erosion, such as mud on sidewalks or gravel washouts. Observe differences between areas undergoing erosion and those that are covered with plant life.

Take a tour of the neighborhood to observe places where stagnant water in ponds, ditches, or tin cans creates breeding places for mosquitoes. Point out some ways to eliminate this condition, such as draining or treating ponds, removing cans, and cleaning up debris.

Take a tour of the Cincinnati Water Works to learn how water is purified and made fit for drinking. Upon returning, discuss different sources of water such as wells, springs, streams, and rivers.

Demonstrate and discuss some of the principles of ventilation. Have pupils give examples of how they can assure proper ventilation in a room.

Have pupils plan, organize, and construct a frieze entitled "Water--Friend and Enemy." Encourage group discussions during which the teacher can help pupils organize ideas which can be used to illustrate the topic.

Construct a simple greenhouse to grow seedlings in the classroom. This can be done by covering bread pans with plastic. Discuss how sun, air, and water are controlled to aid seed growth.

Discuss some of the ways to protect plant life if frost is predicted.

Discuss sources of heat and how these sources may be used. Have pupils collect pictures to motivate interest in the many ways man uses heat.

Have pupils perform simple experiments to show that heat causes things to change form. For example, water changes to steam or ice changes to water.

Use a prism to illustrate that there is a relationship between color and light.

Demonstrate how a flashlight works.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Suggested Activities for Group III - 13 through 15 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Read and discuss stories about how man learned to use and control heat.

Have pupils organize simple reports on the topic "How We Use Water." Encourage pupils to use pictures and posters to give their reports added meaning.

Have pupils read and share the information about light and sound. Encourage pupils to contribute ideas to a summary report entitled "What Should I Know About Light and Sound?" or "How We Use Light and Sound in Our Daily Living."

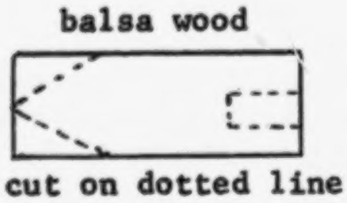
Read and discuss simple stories about Benjamin Franklin and Thomas Edison. Talk about how they invented devices which made heat, light, and sound more usable to people.

Demonstrate the inclined plane. Have pupils list examples of the inclined plane as it is related to the world of work.

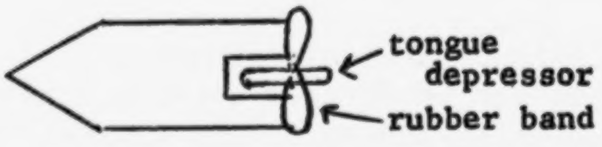
Demonstrate the principle of the lever and the fulcrum as it relates to moving objects from a low level to a higher level.

Cut a piece of balsa wood into a small boat (as illustrated.) Make a rubber-band motor by placing one-half of a tongue depressor between the rubber bands. Wind paddle and place boat in a pan of water. Use this demonstration to show how a simple engine works.

Step I



Step II



Pour a vial of vinegar into a quarter-glass full of baking soda and water solution. Relate thie experiment to the principle that changes take place when two chemicals are mixed. Talk about practical examples of the application of this principle as seen in such uses as bread-baking and extinguishing fires.

Place a tarnished penny in a solution of soap and water. Place another tarnished penny in a solution of salt and vinegar. Relate the results of this experiment to the understanding that mixing of certain common household chemicals will do many different household tasks more effectively.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Wrap coated copper wire around a nail. Connect ends of wire to a dry cell. Use electromagnet to pick up paper clips. Relate this experiment to the use of the principle of electromagnets in doorbells, chimes, motors, and switches.

Attach the terminals of a dry cell to a flashlight bulb. Use this experiment to show how energy is converted to light.

Place a magnetized needle on a cork floating in a basin of water placed on a sheet of paper marked with the cardinal points of the compass. Use this experiment to demonstrate the principle of the compass and talk about how the compass is used by man.

Talk about how and when personal belongings and household equipment should be sterilized.

Boil water to show that high temperature changes it to steam. Freeze water to show that low temperature changes it to ice. Use this experiment to develop the understanding that temperature effects changes in liquids and solids. Relate this concept to such things as a steam iron, pressure cooker, the effect of frozen liquids in bottle containers, and frost on windows.

Puncture the lid of a can of juice with opener. Try pouring the juice into a glass. Have pupils note that juice does not flow out of the can. Now puncture a second hole on the opposite side of the lid. Use this experiment to show that it is necessary to puncture both sides of a sealed can if liquid is to flow easily. Point out to pupils that this phenomonen is related to air pressure. Talk about other common examples of air pressure. For example, tire inflation, pressurized cans, automatic doorstops.

Use a pint bottle full of milk. Freeze. Relate this experiment to the expansion of household liquids exposed to freezing temperatures.

Use two different-sized pans. Fill the larger pan with an inch of water. Fill the smaller pan three-quarters full of water. Place the smaller pan inside the larger. Place the larger pan over heat. Observe how the water boils over. Relate this experiment to the fact that most liquids expand when heated. Talk about the practical applications of this scientific principle to safety in the home when heating liquids.

Use two mason jars. Partially fill one with cold water. Partially fill the other with warm water to which a liberal amount of detergent has been added. Tear a soiled cloth into two pieces. Place a piece in each bottle. Put lids on jars and agitate the contents of both jars. Remove and dry cloths. Relate the results of this

Suggested Activities for Group III - 13 through 15 Years (cont'd)

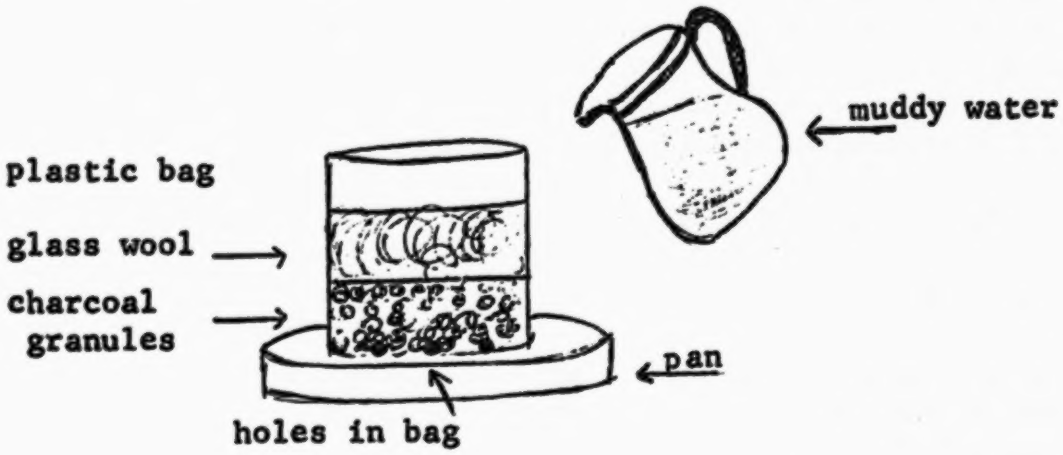
UNDERSTANDING AND ADJUSTING TO NATURE (continued)

experiment to the principle that household chemicals may help to do tasks more quickly and effectively. Give common examples of this principle.

Conduct an experiment to show how water is purified through filtration. The experiment will require:

1. A small plastic bag
2. Sufficient granulated charcoal to half-fill the bag
3. Sufficient glass wool to half-fill the bag
4. A pan.

Make several pinholes in the bottom of the bag. Place charcoal and then glass wool in bag. Suspend bag over pan. Pour muddy water into bag. Water emerging from bottom of bag should be clear. This experiment should be related to the way the city filters water used by its citizens. See illustration:



Discuss some of the effects of automation. Have pupils cite examples of automation.

Have pupils experiment with dry cells, simple electric switches, and electromagnets to learn more about electricity.

Explain how one form of energy is converted to another form of energy, such as how water power is converted to electricity.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

Read and discuss stories which tell the importance of the wheel to man's progress.

Demonstrate how some form of energy is necessary to move an object. Have several children lift and move an object; then demonstrate how wheels can be used to move the object more easily.

Have pupils construct a simple ramp to demonstrate how to move things with less energy. Encourage pupils to observe and report how they see ramps used.

Discuss some ways pulleys, levers, and wedges are used in and around the home.

Discuss and demonstrate care of equipment such as oiling and tightening the screws and bolts of toys, skates, scooters, and bicycles.

Have pupils find and draw pictures which illustrate some of the ways that levers, pulleys, and propellers are used at home and in the neighborhood. Examples of some of these are: fans, drape cords, teeter-totter, and overhead garage doors.

Develop a picture file of mechanical and power equipment. Use pictures for illustrative purposes in discussions.

Discuss the common types of fuel that give machines the power to operate. Have children discuss the problems that may occur when pupils tamper with fuels and machines.

Discuss jobs which can be done with hand tools and jobs which require more complex equipment.

Visit the industrial arts shop to observe how some power equipment is operated.

Discuss the necessity for following directions when using different vending machines.

Discuss ways to care for tools and equipment. Have pupils browse through magazines for pictures which illustrate ways tools may be stored, such as on pegboards, in chests, or on shelves. Emphasize that the usefulness and longevity of tools and equipment depend on correct use and proper maintenance.

Take the class to a telephone booth to become acquainted with the directions for making a pay phone call. Discuss directions which must be followed when one uses a pay phone.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Books List for additional appropriate materials and ideas.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Detailed Outcomes for Group IV - 16 through 18 Years

UNDERSTANDING AND ADJUSTING TO NATURE

1. Understands and uses weather information.
    a. Uses weather predictions in his daily living.
    b. Knows that weather affects seasonal work.
    c. Knows that weather forecasts help protect life and property.
    d. Knows how weather affects crops, animals, and the economy.
2. Controls and uses plant life effectively.
    a. Understands that scientific farming affects the food supply.
    b. Knows the importance of plants in producing medicines, chemicals, and other materials.
    c. Knows how to use fertilizers and weed killers for controlling plant life.
3. Knows how man uses and controls animals, birds, and insects.
    a. Understands some of the ways man controls and improves his food supply.
    b. Knows and uses preventative measures to control harmful animals and insects.
    c. Understands that there is an interdependence between plant and animal life.
4. Uses and conserves resources wisely.
    a. Understands that natural resources are limited and exhaustible.
    b. Knows how water and fuel can be conserved.
    c. Knows some of the ways of preventing fire, erosion, and pollution.
    d. Understands how wild life can be preserved.
5. Uses sun, water, and air effectively.
    a. Knows that sun may be used to heat houses and generate electricity.
    b. Knows the importance and multiple uses of water.
    c. Knows methods of protecting self and property in storms.
    d. Understands needs for and simple principles of ventilating.
    e. Understands how air conditioning and dehumidification helps people.
    f. Knows that air and water purification and control is a community responsibility.
    g. Knows the effects of freezing, thawing, and weathering.
6. Understands and controls heat, light, and sound.
    a. Understands the operation of home devices involving heat, light and sound.
    b. Understands the use of the thermostat and fuse.
    c. Understands why houses should be wired properly.
    d. Understands the use of insulation.
    e. Understands the need for adequate lighting.
    f. Becomes aware of the need for new inventions involving heat, light, and sound.
7. Knows some of the ways man uses and controls energy.
    a. Knows how man uses forces of nature as sources of energy.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

    b. Knows how fuels are used to produce mechanical energy.
    c. Develops an awareness of some future needs and uses for atomic and solar energy.
8. Expands his understanding of the relationship between time and space.
    a. Begins to develop some elementary understanding that time is related to quantity and quality of work done, distance traveled and the occurrence of events.
    b. Understands that various parts of the world are in different time zones.
    c. Knows some problems involved in space travel.
9. Understands and uses some basic scientific principles in daily living.
    a. Understands and uses some of the basic cause-and-effect relationships between bacteria and food preservation, spoilage of food, sterilization, sanitation, and prevention and treatment of illness.
    b. Understands and uses some basic cause-and-effect relationships between the use and mixing of certain common household chemicals.
    c. Understands and uses some basic cause-and-effect relationships concerning the use of certain chemicals and health or safety.
    d. Understands and uses some basic cause-and-effect relationships concerning temperature and expansion, contraction, and change in form.

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

1. Selects and uses appropriate tools to complete a job.
2. Uses and cares for a variety of hand tools and power equipment.
3. Operates household equipment efficiently, such as vacuum sweeper, washer, and dryer.
4. Understands the efficient use of metered utilities.
    a. Knows that wasted water, electricity, and gas costs money needlessly.
    b. Knows to call for service repairman when utilities are not functioning properly.
5. Operates public mechanical devices efficiently, such as phones, elevators, and vending machines.
6. Understands how to operate and maintain an automobile.

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

Suggested Activities for Group IV - 16 through 18 Years

UNDERSTANDING AND ADJUSTING TO NATURE

Have pupils bring newspaper accounts covering severe weather conditions. Discuss some causes and effects of these conditions.

Use a globe to show the earth's rotation and the path it takes around the sun. Explain the relationship of day and night to the rotation of the earth.

Have class observe the effects of weathering that they see in the neighborhood. Use examples of effects of weathering, such as paint peeling, gutters rusting, and concrete cracking. Discuss some ways of preventing such damage.

Discuss the uses of weather forecasts.

Have pupils discuss seasonal employment problems which arise because of weather. Emphasize problems of travel layoffs, and health.

Discuss some ways to prevent damage from various types of severe storms.

Have pupils set up a classroom weather station where a barometer, inside thermometer, and an outside thermometer are used. Use data obtained to make a weather prediction.

Discuss some of the precautions that one may take to protect himself and property against lightning.

Discuss scientific farming and how it affects our food supply.

Talk about the improvement of methods of preserving foods. Discuss the effects this has had on man's diet.

Have pupils read about some of the ways man has used plants in scientific research. Develop a list of some medicines, materials, and synthetics derived from plant life.

Discuss how plant life is controlled by the use of weed killers and fertilizers. Talk about the necessity for reading and following the manufacturers' directions when using these products.

Organize a display to show the dependence man has upon animals and plants.

Display pictures of various rodents and insects. Show how they are harmful to man. Discuss some means of controlling these pests.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Discuss the reasons for a conservation program including such things as seasonal hunting and limitations on hunting and fishing. Discuss the fact that wildlife could be seriously depleted if these aspects of conservation were not followed.

Discuss the importance of conservation of resources, such as gas, electricity, and water.

Discuss some common forms of energy used in daily living. Encourage pupils to identify the different known forms of energy, such as heat, light, electricity, sound, human, chemical, mechanical, and atomic.

Discuss some of the things people may do to conserve water in times of drought.

Have pupils discuss ways in which the concept of conservation can be applied to conserve personal materials, such as clothing, school, and hobby supplies.

Develop a list of suggestions which show how people can practice conservation in daily living. Encourage pupils to see that the practicing of conservation involves personal responsibility.

Talk about the legal ways that a city uses to control its water supply.

Show a movie which demonstrates the effect of erosion. Discuss some things an individual can do to prevent erosion especially around his home.

Discuss the importance of conserving equipment through proper use and regular maintenance.

Discuss some of the ways of controlling floods; some of the problems caused by floods, and some of the precautions people take when living in areas subject to periodic flooding.

Discuss the different ways of heating homes, such as by gas, oil, coal, or electricity.

Discuss the reasons for ventilating, air conditioning, humidifying, and dehumidifying. Talk about some inexpensive ways to control water, air, and heat.

Discuss and demonstrate how to read and operate a thermostat. Explain the importance of keeping a thermostat at a certain temperature reading.

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Demonstrate and have pupils wire an electrical plug.

Discuss the purpose of electrical fuses.

Demonstrate and discuss the purpose of insulation. Have pupils insulate a box with plastic or aluminum foil to demonstrate insulation. Discuss other forms of insulation used in the home, such as caulking, weather stripping, and storm windows.

Encourage pupils to bring in advertisements of new home devices involving heat, light, and sound. Develop a classroom scrapbook to help pupils learn correct names and uses of these devices.

Use a microscope to show that bacteria and molds are found in food and in water. Discuss what molds and bacteria do to food.

Talk about how man has used bacteria and molds.

Place a piece of exposed bread under a microscope to show how bacteria grows. Break the bread into two pieces. Place one piece under refrigeration and expose the other piece to heat and moisture. After a period of time re-examine both pieces under the microscope. Relate this experiment to the proper care and storage of food.

Examine contaminated water under a microscope. Boil the water and re-examine it under the microscope. Relate this experiment to the concept of sterilization.

Talk about how we use pasteurization and sterilization in our daily living.

Demonstrate the principle of a fuse through the following experiment:

Teacher should have the following materials available:

1 1-1/2 volt dry cell
1 1-1/2 volt flashlight bulb
2 nails
1 small piece of soft wood
2' bell wire
1 piece household tin foil (thin) approximately 1" long and 1/8" wide.
1 bulb socket

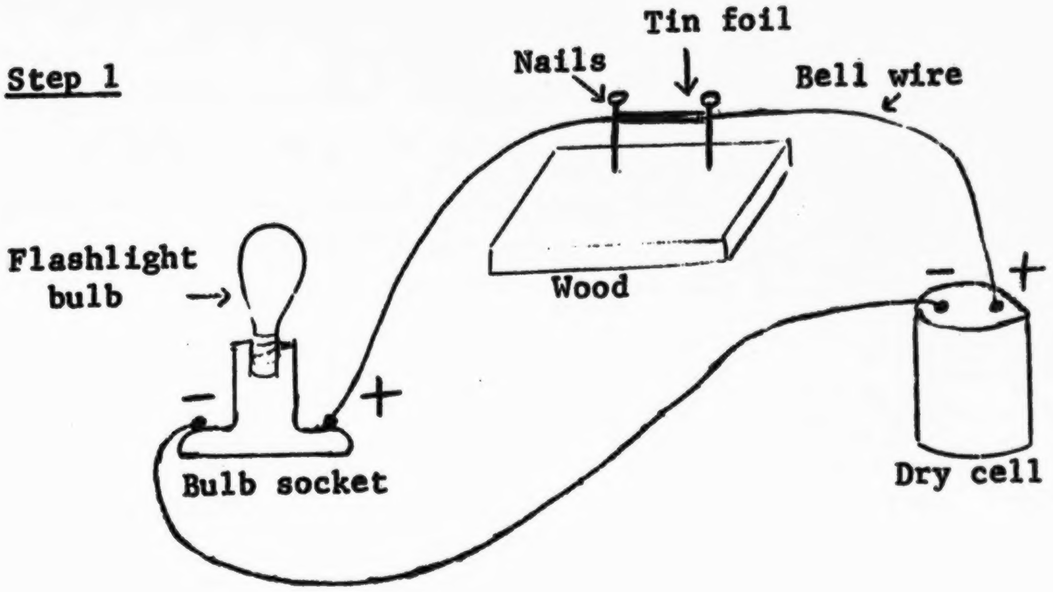
Set up experiment according to illustration on following page. (Step 1) Bulb will light. Now attach both wires on the plus terminal of the socket as shown in Step 2 -- tin foil will burn through. Use this experiment to illustrate the purpose of a fuse. Discuss the meaning and cause of "short circuit."

LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT

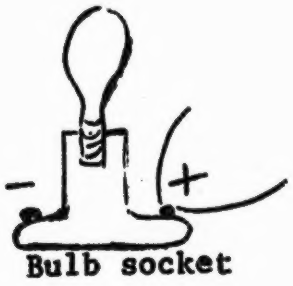
Suggested Activities for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Step 1



Step 2



Connect negative and plus wire to plus terminal on bulb socket

Discuss the meaning of overloaded circuit. Talk about what happens when too many appliances are plugged into one circuit. Also, have class discuss why "pennies" must not be used in place of fuses.

Show the effects of insulation by conducting the following experiment:

(In order to conduct the experiment the teacher will need)

2 styrofoam cups
1 aluminum tumbler
1 pan to heat water
1 pan of ice cubes

Cut one styrofoam cup lengthwise. Have pupils note thickness of material. Use a magnifying glass to examine the styrofoam. Note the countless air spaces. Partially fill the aluminum tumbler and the second styrofoam cup with hot water. Have pupils handle the cups. Repeat the experiment using ice cubes. Relate this experiment to the insulation of homes, refrigerators, hot and cold food containers.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

Make a list of common household chemicals, their uses, and do's and don'ts. See sample chart:

Household Chemical	Use	Do's	and Dont's
Detergent	Washing clothes, dishes, walls, and floors	Keep away from babies	
Ammonia	In solution, use for washing floors, walls, and furniture	Keep bottle closed	Don't allow small children to handle
Lye	Cleaning toilet bowls	Only use according to directions	Never pour hot water over lye
Cleaning fluids	Removing spots from clothes and furniture	Use the non-inflammable kind in a well-ventilated room	

Talk about household conditions which encourage the growth of germs.

Discuss how the family can use sanitary measures to prevent the growth and spread of harmful germs. Stress the use of household chemicals and sterilization in maintaining a "germ free" environment.

Talk about personal cleanliness as the best way for discouraging the spread of germs. Discuss the topic, "Soap and water are necessary to keep baby healthy."

List some of the diseases which can be prevented by immunization. Stress individual responsibility for obtaining required immunization.

Conduct an experiment which demonstrates that fire needs oxygen. Show this by lighting two candles. Place a glass tumbler over one. Candle under tumbler will go out when oxygen has been consumed. Relate this experiment to using space heaters in inadequately ventilated rooms. Talk about the fact that most living things

UNDERSTANDING AND ADJUSTING TO NATURE (continued)

need oxygen to survive.

Tell about the dangers of carbon monoxide poisoning. Relate this discussion to clogged flues and running automobiles in closed garages. Emphasize that this gas cannot be seen, tasted or smelled.

Have pupils collect pictures which illustrate the different ways that forms of energy are used.

Talk about some of the ways in which atomic and solar energy are used today.

Have pupils contribute pictures, clippings, and original drawings to a scrapbook about space activities. Encourage pupils to browse through scrapbook in order to participate in discussions about space exploration.

Discuss some common terms used in space exploration to help pupils understand newspaper, television, and radio reporting.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate material and ideas.

UNDERSTANDING AND USING MECHANICAL EQUIPMENT

Construct a simple electric motor. For this experiment the teacher will need:

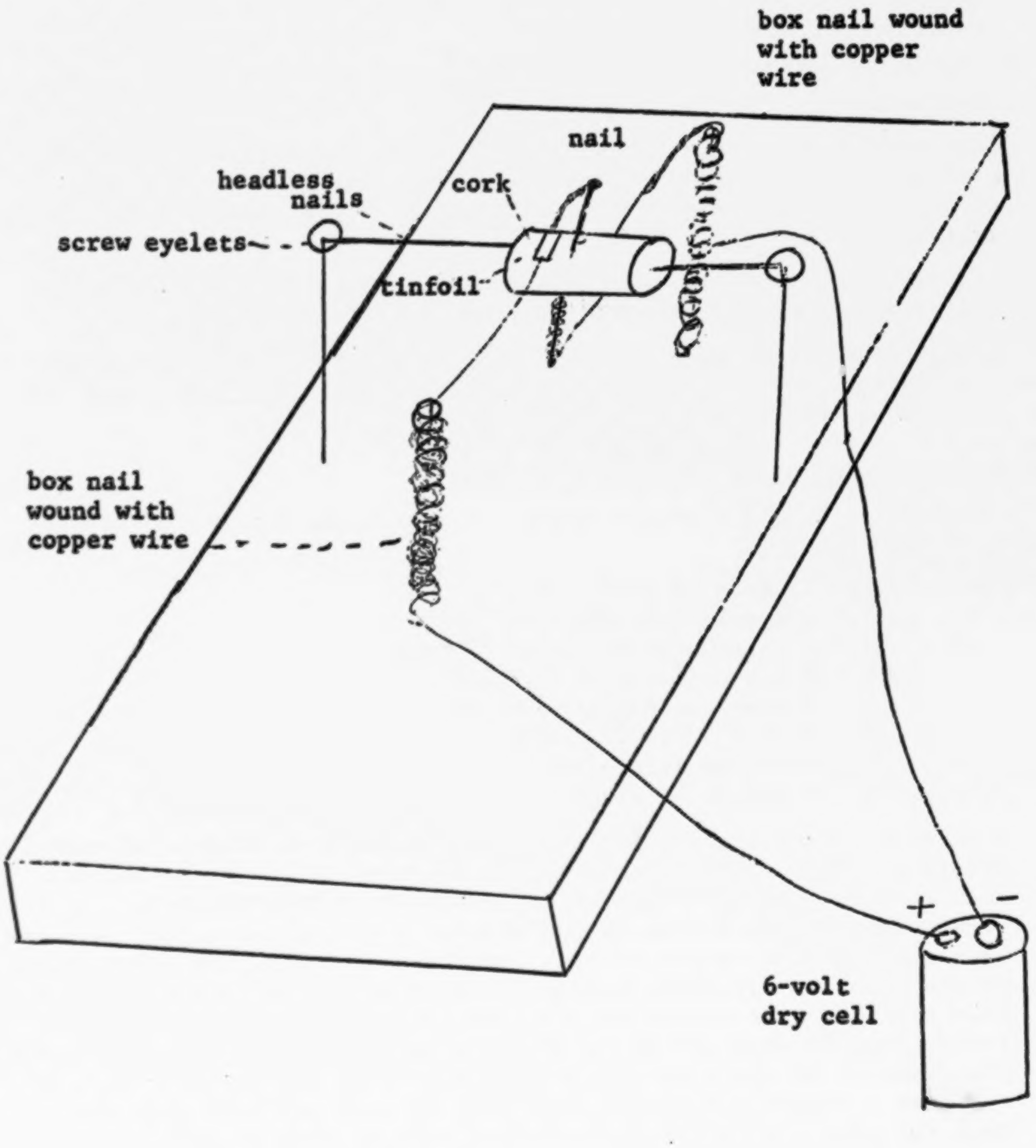
1. 1 piece of wood 6"x 4" x 3/4"
2. 1 6-volt dry cell
3. 2 screw eyelets about 2" long
4. 2 box nails about 2½" long
5. 2 headless nails about 2½" long
6. 1 cork 1" in diameter
7. 60' fine insulated copper wire
8. 2 pieces of aluminum foil 1/4" x 1/2"

Proceed by inserting the eyelets into the board as mounts for the armature. Then insert the cork, two box nails opposite to and one inch from the eyelets. Top of nails should be approximately the same height as the bottom of the eyelets. Insert one of the headless nails through the center of cork lengthwise. Insert the other nail in the opposite direction midway on the cork. Insert cork armature into eyelets adjusting to achieve easy rotation and balance. Wind twenty feet of wire clockwise on the armature nail which goes through the diameter of the cork. Attach both ends of the armature wire to the cork. Scrape insulation from ends of wire and glue onto the cork two pieces of aluminum foil over exposed ends of wire.

Wrap 5' of wire around each box nail as illustrated. Scrape off one-half inch of insulation from the upper end of each wire. Bend this wire so that it touches the foil on cork armature. Scrape off insulation from lower ends of wires coming from nails and attach to 6-volt dry cell. Armature should rotate. This is the principle of

UNDERSTANDING AND USING MECHANICAL EQUIPMENT (continued)

a simple motor.


box nail wound with copper wire
nail
headless nails
cork
screw eyelets
tinfoil
box nail wound with copper wire
+
-
6-volt dry cell

UNDERSTANDING AND USING MECHANICAL EQUIPMENT (continued)

Have pupils participate in driver-training course of the school to learn and practice correct operation of vehicle. During the driver-education course discuss proper care of cars, including regular lubrication, motor tune up, rotation of tires, changing tires, and washing and polishing.

Discuss the operation and need for gas, electricity, and water meters in the home.

Discuss why and how to turn off the gas, water, and electricity in case of emergency.

Talk about some emergencies involving utilities. Have pupils suggest what should be done about a flooded basement, blown master fuse, escaping gas, and a clogged flue.

Visit the city sewage disposal plant to learn how water pollution is prevented.

Discuss the proper use of a telephone. Emphasize that misuse of phone privilege can result in the removal of the phone.

Discuss why it is important to report to the person in charge when equipment is not operating properly.

Discuss why a service repairman should be contacted when home mechanical and electrical devices are in need of repair.

Discuss some of the things which may happen when a nontrained person attempts to repair an unfamiliar home mechanical device or piece of equipment. Stress the dangers which may result from this practice.

Discuss the implications and responsibilities of owning an automobile. Emphasize some of the expenses involved in the operation and maintenance of a car.

Talk about the importance of reading, understanding, and following directions before using mechanical and power equipment. Encourage pupils to discuss directions they do not understand with someone qualified to answer their questions.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHAPTER XI

Persisting life problem #8
Learning to appreciate, create, and enjoy beauty

"*A thing of beauty is a joy forever:*
Its loveliness increases; it will never
Pass into nothingness;....."
John Keats

CHAPTER XI. PERSISTING LIFE PROBLEM #VIII.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

INTRODUCTION

Definition

Learning to appreciate, create, and enjoy beauty involves acquiring the essential habits, attitudes, and skills necessary to enjoy and express oneself through a variety of media. This problem also involves developing and maintaining an attractive personal appearance and environment.

Point of View

Learning to appreciate, create, and enjoy beauty is not a persisting life problem in the same sense that other persisting life problems are, such as earning a living, being a responsible citizen, or learning to be a homemaker and family member. It differs essentially in that learning to appreciate, create, and enjoy beauty is not necessary for an individual's survival in society. However, it has been said that "There is always room for beauty."[1] People can live without beauty, but a richer and fuller life is possible with it. An adequate school program is responsible for providing the individual with more than mere survival skills. It is responsible for developing an individual to his fullest capacity to participate in and contribute to society. The individual's participation in and contribution to society can be aided by providing opportunities within the school program for an individual to appreciate, create, and enjoy beauty.

The identification and appreciation of various forms of beauty are to a large degree learned phenomena. Generally, people will more readily and fully appreciate beauty if they are taught to see, hear, and feel the beauty surrounding them. In order to do this, it is necessary to provide opportunities to explore forms of creative expression, such as music, literature, and other art forms within the setting of the school program.

In planning program activities, the school should recognize that the slow learner often comes from an environment in which exposure to beauty is limited. In addition, it should be recognized that the slow learner is often less able to independently recognize, identify, or appreciate beauty. A school program must recognize and provide for these limitations if it is to help the slow learner become more aware and more appreciative of beauty.

From his earliest school years, the slow learner should be helped to "see" and "hear" beauty in the world around him. This can be done by

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[1] Florence Earle Coates

Point of View (continued)

helping him notice and verbalize about color, form, and pattern. His world thus becomes much more interesting to him. As the habit of looking and seeing becomes established, the slow learner may find a constant source of pleasure and a point of social contact in sharing what he sees with others.

The beauty and wonders of the world of nature, too, can be a lasting source of pleasure to the slow learner. The beauty and fragrance of a flower can be enjoyed and appreciated without an awareness of the flower's structure or reproductive processes. The blue sky with a few scattered, fluffy white clouds can be enjoyed as a picture, or it can give a feeling of pleasure without intensive study or knowledge. Noticing the infinite variety of patterns in snowflakes or simply watching the snow fall is a means of experiencing life more fully.

Through musical and rhythmic activities, the slow learner learns to hear and feel rhythms. He should learn early to express rhythms with his body or with simple instruments and to reproduce melodies with his voice. From these beginnings he should learn to the best of his ability how to appreciate different kinds of music, enjoy singing alone or with groups, play a musical instrument, and actively participate in folk and social dancing.

In the area of literature, the young slow learner begins by learning to enjoy simple stories and poems. He also learns to express himself in conversation and through dramatization and recitation forms. He learns gradually to appreciate an interesting story or poem.

Through the appreciation and enjoyment of certain forms of beauty, the slow learner can acquire worth-while and constructive leisure-time pursuits. For example, the slow learner can be taught to enjoy listening to music, participating in singing, visiting the museums, looking at flowers, and many similar activities. Through these avenues of enjoying beauty, the slow learner will be helped to have leisure time pursuits which will provide him opportunity for social contacts with other people.

The slow learner's feeling for color, form, and pattern should be carried over into the creation of an attractive personal appearance and environment. The importance of cleanliness, neatness, and orderliness in making the individual and his environment more attractive is a part of beauty that needs to be stressed in the school program. The slow learner must be helped to see that these qualities, too, have an aesthetic value. The young slow learner is taught to keep hands and nails clean and hair combed because this helps him to make a better appearance. From this beginning the school program develops a young adult who is interested in his clothing and grooming. This fosters a feeling of well-being and of making a good impression on others.

By keeping his own things in order and cleaning up litter, the slow learner is helped to develop a pride in his surroundings and a desire to keep them neat and clean. The development of a sensitivity to and

__Point of View__ (continued)

a desire for the maintenance of an attractive environment can help bring about acceptance by others and a feeling of self-satisfaction to the slow learner.

In summary, the school program must provide opportunity for the slow learner to learn to appreciate, create, and enjoy beauty because beauty is necessary to the slow learner if he is to live a full and rich life. When the slow learner acquires the skills which permit him to participate in the enjoyment of certain art forms, he often acquires worth-while pursuits. In addition, if he carries an interest and knowledge of beauty into the realm of his daily living, he will become a more attractive person; and he will create a more pleasant environment.

PERSISTING LIFE PROBLEM #VIII.---

General Outcomes for Group I - 6 through 9 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

1. Begins to enjoy stories, poems, and dramatizations.
2. Begins to participate in musical and rhythmic activities.
3. Begins to participate in simple drawing, painting, and craft activities.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

1. Carries out routines of good grooming under supervision.
2. Keeps clothing neat and clean under supervision.
3. Takes an interest in the selection of clothing.
4. Achieves good posture, a pleasing voice, and a pleasant countenance under supervision.

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

1. Begins to develop an awareness of nature.
2. Begins to develop an awareness of man-made beauty.
3. Begins to take part in maintaining an attractive environment under supervision.

General Outcomes for Group II - 10 through 12 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

1. Continues to develop an interest in stories, poems, and dramatizations.
2. Enjoys and participates in musical and rhythmic activities.
3. Begins to develop art concepts and skills.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

1. Takes some responsibility for good grooming.
2. Performs routine tasks in keeping clothing attractive with a minimum of supervision.
3. Begins to make some independent choices in clothing.
4. Begins to take personal responsibility for having good posture, a well-modulated voice, and a pleasant countenance.

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

1. Begins to identify natural and man-made beauty.
2. Begins to have personal sense of beauty.
3. Begins to show interest in and have appreciation of nature.
4. Begins to describe, and react to, man-made structures and objects.
5. Begins to accept some responsibility for maintaining an attractive environment.

General Outcomes for Group III - 13 through 15 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

1. Develops more mature interests in stories, poems, and dramatizations.
2. Appreciates and participates in a variety of complex musical and rhythmic activities.
3. Develops more concepts and skills in arts and crafts.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

1. Achieves and maintains good grooming with minimum supervision.
2. Begins to take responsibility for keeping clothing neat and attractive.
3. Makes independent choices of clothing for most occasions.
4. Has well-established control of voice, posture, and facial expression.

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

1. Enjoys nature.
2. Becomes familiar with some of the unique structures and monuments in our city.
3. Takes an active part in maintaining an attractive environment.

General Outcomes for Group IV - 16 through 18 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

1. Enjoys and has some understanding of various forms of cultural expression.
2. Participates in, appreciates, and enjoys a variety of musical and rhythmic activities.
3. Uses art materials for self-expression.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

1. Takes responsibility for good grooming.
2. Takes responsibility for keeping clothing neat and attractive.
3. Selects attractive and appropriate clothing.
4. Has an attractive voice, appearance, and manner.

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

1. Appreciates the beauties and wonders of nature.
2. Takes pride in the beauty of his city.
3. Maintains an attractive environment.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Detailed Outcomes for Group I - 6 through 9 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

1. Begins to enjoy stories, poems, and dramatizations.
    a. Listens to stories and poems.
    b. Recites simple poems, rhymes, and finger plays.
    c. Begins to dramatize simple stories.
    d. Tells simple stories and experiences.
2. Begins to participate in musical and rhythmic activities.
    a. Listens to music.
    b. Sings with group.
    c. Expresses rhythms with simple instruments.
    d. Expresses body rhythms.
3. Begins to participate in simple drawing, painting, and craft activities.
    a. Identifies different colors.
    b. Draws and paints simple pictures as a means of communication.
    c. Observes and reacts to pictures.
    d. Uses clay and a variety of simple materials for creative expression and craftwork.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

1. Carries out routines of good grooming under supervision.
    a. Becomes aware of the necessity for washing hands and face, combing hair, and keeping fingernails clean.
    b. Becomes aware that others like him better when he is clean.
    c. Begins to be aware that one should bathe.
2. Keeps clothing neat and clean under supervision.
    a. Hangs up clothes.
    b. Protects clothing with apron when painting.
    c. Asks to have clothing mended and buttons replaced.
    d. Begins to be aware of clean clothing on self and others.
    e. Helps to clean own shoes.
3. Takes an interest in the selection of clothing.
    a. Becomes aware that there are clothes for special occasions.
    b. Is aware of attractive or new clothes when friends wear them to school.
    c. Notices teacher's attire.
4. Achieves good posture, a pleasing voice, and a pleasant countenance under supervision.
    a. Sits and stands with good posture when directed.
    b. Modulates voice when reminded.
    c. Becomes aware that facial expressions reflect feelings.

Detailed Outcomes for Group I - 6 through 9 Years (cont'd)

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

1. Begins to develop an awareness of nature.
    a. Sees and talks about flowers, trees, birds, fish, sky, clouds, and animals.
    b. Smells and talks about fragrances, such as flowers, hay, clover, newly cut grass, and rain.
    c. Hears sounds in nature, such as rain, thunder, birds, and water.
    d. Notices how things feel, such as rough, smooth, big, small, and round.
2. Begins to develop an awareness of man-made beauty.
    a. Recognizes common man-made structures, such as bridges, buildings, and roads.
    b. Notices attractive houses and buildings.
3. Begins to take part in maintaining an attractive environment under supervision.
    a. Does not destroy flowers, shrubs, or trees.
    b. Respects the things other people have made or own.
    c. Does not deface walls and buildings.
    d. Keeps his desk neat.
    e. Knows how to clean up after using paint, clay, scissors, and paper.
    f. Begins to perform routine duties which help to keep classroom and play area attractive.
    g. Puts trash in containers.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Suggested Activities for Group I - 6 through 9 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

Make simple hand puppets of characters from well-known stories, such as "The Three Bears" or "Chicken Little." Have children speak the parts. A table may be used as a stage.

Construct a make-believe filmstrip by drawing a series of pictures from favorite stories. Pictures may be fastened together in a long strip. Roll the filmstrips on dowel rods and set into a carton. Turn the rods to make the pictures change.

Have children draw or paint pictures of a specific subject or design using various materials, methods, and media, such as crayons, chalk, paints, brushes, fingers, sponges, and string. The teacher should demonstrate how to use various materials, methods, and techniques before children attempt to use them.

Have children make up picture stories about special events or trips. Compile these into a classroom picture story book with appropriate captions.

Teach children simple songs to sing in a group. Use a piano or records for accompaniment.

Play music on the piano or phonograph which provides for rhythmic expression, such as marching, skipping, and clapping.

Organize a rhythm band using sticks, triangles, bells, drums, or maracas. This activity will help children's sense of rhythm.

Select appropriate singing games which the group can enjoy.

Assist children in making simple rhythmic instruments for use in school or at home. For example, make rhythmic sticks from dowel sticks, drums from cans covered with inner tube, shakers from gourds, or tambourines made from container lids with bottle caps attached.

Play games in which colors are associated with fruits, vegetables, clothes, animals, and objects. Following is an example:

I am thinking of a yellow fruit.
What is it?
I see someone in a red dress.
Who is it?

Play color domino game. Children can make sets of cards by coloring, painting, or pasting colored paper on each card.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION (continued)

Assemble a color scrapbook. Pictures cut from magazines may be pasted on the pages with appropriate color captions.

Play color lotto game.

Provide children with experiences in using many different media for expression, such as papier maché, clay, plaster of Paris, cloth, paper, yarns, nature materials, and scrap materials of all kinds. These media may be used to make pictures, collages, decorations, gifts, or objects for appropriate seasons, holidays, or events.

Have children draw a picture to illustrate a favorite character or part in a story which they have heard.

Arrange pictures on a bulletin board according to seasonal or holiday themes. Observe and discuss the pictures emphasizing content, details, and interpretation.

Make a color chart for the room using pictures of objects which employ the basic colors.

View stories on filmstrips, and have children tell the story as they see it.

Encourage children to view special television programs at home. Have them share with classmates what they have seen or heard.

Plan a time in the daily program for reading stories and poems, reciting rhymes and finger plays, or listening to recorded stories, Children may retell the story or dramatize it.

Play records of folk music, children's songs, and singing stories for enjoyment and listening.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

Set up a beauty corner with a mirror where children may check appearance. Use a caption over the mirror such as "How Do I Look?" to stimulate interest.

Provide the supplies for children to improve their appearance at school if they are unable to do so in their homes.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE (continued)

Provide children with the opportunity to wash hands before eating, after playing, and after doing messy work.

Provide children with aprons, smocks, or old shirts to wear when engaged in messy activities.

Give children recognition when they wear new articles of clothing or practice good grooming habits.

Encourage children to practice good posture when they are reading, singing, working at tables, or standing in lines.

Demonstrate and discuss the proper way to wash hands and face.

Discuss the need for cleanliness and its effect on others.

Compare pictures of clothing worn on various occasions. This activity may develop an awareness of the relationship of clothing to different occasions.

Discuss how and where children will place clothing in the cloakroom.

Encourage children to speak and imitate sounds which will help to develop a pleasing voice.

Make a "good looks " chart emphasizing clean face, clean hands and nails, combed hair, and brushed teeth.

Prepare a group or individual check list of good grooming items. A check mark or star may be recorded after a child's name if he passes inspection.

Post illustrated charts showing good posture.

Use a tape recorder so that children may record and listen to their own voices. This activity helps develop a pleasing voice.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

Take walks in the community or to nearby parks to observe trees, flowers, and wildlife.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT (continued)

Plan for an excursion to a day camp to enjoy the aspects of nature not found in home neighborhoods.

Write stories about the pretty things the class saw while taking a walk. Draw pictures to illustrate the stories.

Play a game in which a child selects an item from a box and then describes the item according to the feel of its texture.

Keep a variety of plants in the classroom to make it attractive. Have children care for the plants.

Experiment with sprouting such plants as carrots and sweet potatoes and starting plants from seeds.

Keep such classroom pets as regulations permit. Have children observe the pets' habits and needs and provide for their care.

Designate a specific place for classroom supplies and equipment so that children experience the value of well-ordered living.

Have class take part in anti-litter campaigns at school. Organize a Clean-Up Club in room with membership badges for those who keep desks clean and practice good clean-up habits.

Develop a mural around the topic "Birds We See in Spring." Pictures of birds, nests, trees, and flowers may be painted or cutouts may be pasted to make the mural.

Collect and display items of different sizes and textures. Give children opportunities to handle the items to develop an awareness of differences in size, texture, and weight.

Discuss what makes some yards or buildings more attractive than others. Talk about how children may help make their yards attractive.

Talk about how children may contribute to making and keeping the classroom attractive.

Discuss what happens when children destroy or harm plants or animals.

Collect pictures of man-made structures. Use pictures to discuss and compare buildings, bridges, and monuments.

Develop a chart of classroom duties. Choose helpers to perform these housekeeping chores to maintain a clean and orderly room.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT (continued)

Make illustrated charts of "Things I Like to Smell," "Things I Like to Feel," "Things I Like to See," or "Things I Like to Hear." Develop a vocabulary of descriptive words to use with the charts.

Identify places for materials and supplies. Use corresponding labels to help children locate things they need.

Have a listening time when children are absolutely quiet for one-, two-, or three-minute periods. Talk about all the sounds that were heard during that time, such as rain falling, bells ringing, and birds singing. This activity may be repeated when outdoors or on a walk.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Detailed Outcomes for Group II - 10 through 12 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

1. Continues to develop an interest in stories, poems, and dramatizations.
    a. Begins to show preference for certain stories.
    b. Begins to enjoy stories with a plot.
    c. Tells interesting stories he has read, seen, or heard.
    d. Recites poems and rhymes.
    e. Takes part in simple dramatizations.
    f. Begins to use reading as a pleasant and exciting experience.
2. Enjoys and participates in musical and rhythmic activities.
    a. Enjoys singing in groups.
    b. Begins to select and play favorite records.
    c. Knows words and melodies of some songs.
    d. Begins to develop interest in appropriate popular and classical music.
    e. Begins to identify simple musical instruments.
    f. Begins to identify simple musical rhythms.
3. Begins to develop art concepts and skills.
    a. Begins to draw and paint more realistic interpretations of environment and experiences.
    b. Begins to use color effectively.
    c. Begins to reproduce and create simple design.
    d. Begins to evaluate expressions in arts and crafts of self and others.
    e. Begins to work independently with simple craft materials, such as clay, weaving, lanyard, leather, cloth, or wood.
    f. Begins to understand the center of interest in a drawing.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

1. Takes some responsibility for good grooming.
    a. Takes responsibility under most circumstances for washing hands, combing hair, and bathing.
    b. Is interested in and expresses preference for hair styles.
    c. Begins to keep nails clean.
    d. Understands that it is inappropriate for preadolescent girls to use cosmetics.
2. Performs routine tasks in keeping clothing attractive with a minimum of supervision.
    a. Hangs up clothing carefully.
    b. Protects clothing when doing messy jobs.
    c. Polishes own shoes.
    d. Makes simple clothing repairs, such as sewing on buttons.

Detailed Outcomes for Group II - 10 through 12 Years (cont'd)

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE (continued)

3. Begins to make some independent choices in clothing.
   a. Helps to decide on appropriate clothing for different occasions.
   b. Makes simple clothing choices related to color, such as selecting hair ribbon or socks to match dress or suit.
   c. Is aware of attractive clothing.
4. Begins to take personal responsibility for having good posture, a well-modulated voice, and a pleasant countenance.
   a. Begins to understand that posture, voice, and facial expressions often reveal how one feels about himself.
   b. Knows how to stand and sit correctly.
   c. Knows how to stand and speak when reporting to class.
   d. Modulates voice according to the situation.

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

1. Begins to identify natural and man-made beauty.
2. Begins to have personal sense of beauty.
3. Begins to show interest in and have appreciation of nature.
   a. Brings flowers, leaves, and stones to school or home.
   b. Is able to identify things of nature by their odors, such as flowers and bonfires.
   c. Begins to describe the beauties of nature.
   d. Begins to observe simple rules for maintenance and conservation of our natural resources.
4. Begins to describe and react to man-made structures and objects.
   a. Tells about things seen in his immediate environment.
   b. Tells about things seen on a trip or vacation.
   c. Begins to understand that the appearance of homes and buildings tell many things about people.
5. Begins to accept some responsibility for maintaining an attractive environment.
   a. Accepts responsibility for being a room helper.
   b. Keeps library, supplies, and game corner in order.
   c. Cleans up own work area.
   d. Assists in decorating classroom bulletin boards.
   e. Shows respect for his own and other people's property.
   f. Avoids being a litterbug.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Suggested Activities for Group II - 10 through 12 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

Organize a weekly storytelling time during which pupils may share stories read from library books.

Display and discuss pictures and materials appropriate to the seasons, such as fall, winter, spring, and summer scenes.

Play games in which sense of touch, taste, smell, sight, and hearing is involved. Use appropriate words to describe the sense sensations.

Display pictures descriptive of color words, such as the red sunset, the blue sky, the green grass, and the colors of fall. Make scrapbooks of pictures in which colors are blended for pleasing effect.

Use scrap materials to make articles, such as bowls from old records, vases and sprinklers from bottles, and cases or coin purses from leather.

Make Junior Red Cross articles for hospitals, such as place cards, favors, and scrapbooks.

Make presents for members of the family, such as an ash tray for father, plaques or bowls for mother, and stuffed animals for younger brothers or sisters.

Sing songs appropriate to seasons and holidays.

Talk about why we read and what makes a story interesting.

Pass around the class items with different aromas, such as various fruits, onions, flowers, and common spices. Have children describe what they smell. This activity may be repeated using various textures of material and variously shaped objects, such as squares and circles.

Develop a list of descriptive words such as big, little, round, young, and old Use this word list for descriptive purposes. Write a sentence on the board such as: "I saw a man " Ask pupils to change this sentence using words that tell more about the man. For example, "I saw an old man."

Show the class a picture. Ask pupils to tell a story about the picture. Ask the pupils what happened before and after the scene in the picture. This activity aids in developing creative self-expression.

Display colorful book jackets. Have these corresponding books on the library table. Talk about the colorful jackets with the hope that pupils will develop an interest in reading these books.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Suggested Activities for Group II - 10 through 12 Years (cont'd)

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION (continued)

Select a book of the week. Have children read this book and discuss it.

Draw an odd shape on the blackboard. Permit pupils to see it for several seconds. Erase it and see how many can draw it.

Display a picture. Permit pupils to study it; then take it away. Instruct each child to draw what he felt was most interesting in the picture. This helps in directing attention to details in a picture.

Make a display chart of popular musical instruments. Label each instrument to aid pupils in identifying them. Play recordings of the sounds of these instruments.

Tell part of a story. Have pupils supply endings.

Read a poem or story to children and permit them to act out their interpretations.

Tap a simple rhythm, and ask pupils to repeat it. Simple poems may be taught which can be associated with rhythm.

Play simple recordings. Encourage pupils to interpret the music through motor activity such as walking, skipping, hopping, swaying, and marching.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

Establish a "Good Looks Corner" to check pupil's personal appearance. Have a full-length mirror available, if possible. Develop a chart with questions such as "Is my hair combed neatly?"; "Are my clothes buttoned or zipped?"; and "Does my slip show?"

Have available a class sewing basket with thread, needles, and buttons to be used for mending tears and sewing on buttons.

Develop a skit emphasizing ways to improve grooming and posture.

Demonstrate proper care of fingernails. Encourage children to practice manicuring.

Have pupils make cases for their combs and fingernail files. Urge

Suggested Activities for Group II - 10 through 12 Years (cont'd)

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE (continued)

the children to use these grooming aids.

Demonstrate and practice postures for sitting, standing, walking, running, and marching. Display posture charts which may be used to reinforce the demonstration.

Make a scrapbook of pictures and captions concerned with various aspects of personal appearance. Use the scrapbooks to emphasize principles of good grooming. Have pupils tell what they have done to improve personal appearance. Plan regular discussion periods for self-evaluation.

Demonstrate the proper way of washing hands and face. Discuss the importance of body cleanliness.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

Make clean-up and paint-up posters in connection with the Spring Clean-Up Campaign. List clean-up jobs pupils may do that will result in more attractive homes.

Develop a skit entitled "Don't Be a Litterbug" and "Making Our Neighborhood More Attractive."

Make classroom more attractive with growing plants.

Assign room helpers to tasks, such as care of pets, plants, blackboard, wastebasket, and closets. Discuss the importance of maintaining an attractive classroom.

Develop descriptive word lists including such words as beautiful, attractive, inviting, clean, and healthy. Have pupils practice using the words appropriately.

Take a trip to observe a building under construction. Explain the difference between natural and man-made beauty. Divide bulletin board into two sections. Have one section illustrate man-made beauty. Have other section illustrate the beauties of nature.

Have pupils decorate the classroom wastebasket with appropriate slogans, such as "Fill Me Up"; "Keep Our Classroom Clean"; or "I'm Hungry for Trash."

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT (continued)

Have class make cartoon drawings showing some results of littering.

Take a walk in the neighborhood to look at houses and yards. Note the attractiveness of some houses and yards. Discuss what might be done to make them more attractive.

Discuss the meanings and the purposes of signs such as "No Trespassing" and "Keep Off the Grass." Have pupils report signs they have seen that remind people to keep the community attractive. Make similar signs that encourage attractiveness, such as "Don't Be a Litterbug" or "Keep Our School Clean." Display these signs in the school corridors.

Show pictures and tell about beautiful landmarks in the community. Take a trip to a nearby point of interest. Use this experience as a basis for developing an attractive mural.

Discuss topics such as "What the Appearance of a House Tells About the People in It," "The Meaning of Being a Litterbug," and "The Beauties of Each Season."

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Detailed Outcomes for Group III - 13 through 15 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

1. Develops more mature interests in stories, poems, and dramatizations.
   a. Enjoys listening to stories about well-known and colorful characters, places, and events.
   b. Develops simple dramatic ability.
   c. Enjoys reading simply written and well-illustrated stories.
   d. Finds enjoyment in plays, movies, radio, and television.
2. Appreciates and participates in a variety of complex musical and rhythmic activities.
   a. Participates in individual and group singing.
   b. Attends and appreciates music programs.
   c. Knows the names of some common musical instruments.
   d. Begins to participate in dance groups, such as square dancing and folk dancing.
   e. Enjoys singing and listening to popular music.
   f. Begins to be familiar with various kinds and forms of music, such as hymns, folk songs, and popular music.
3. Develops more concepts and skills in arts and crafts.
   a. Begins to draw and paint pictures more skillfully as to perspective and detail.
   b. Uses color appropriately.
   c. Evaluates expressions in arts and crafts of self and others.
   d. Appreciates the art expressions of other people.
   e. Uses a wide variety of craft materials.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

1. Achieves and maintains good grooming with minimum supervision.
   a. Maintains personal cleanliness.
   b. Knows purpose of and uses deodorants.
   c. Develops own hair style, and keeps hair neat.
   d. Manicures nails.
   e. Begins to use cosmetics to enhance personal appearance.
2. Begins to take responsibility for keeping clothing neat and attractive.
   a. Does simple mending independently.
   b. Can do routine washing and pressing.
   c. Knows where to get help in removing stains from clothing.
   d. Keeps shoes polished.
   e. Assumes responsibility for having straps, slips, and shirttails appropriately concealed.
   f. Uses mirror to check appearance.
3. Makes independent choices of clothing for most occasions.
   a. Selects clothing appropriate for different occasions with minimum supervision.
   b. Wears colors which enhance personal appearance.
   c. Knows simple rules guiding choice of jewelry.
   d. Understands basic principles guiding choice of styles appropriate to figure.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE (continued)

4. Has well-established control of voice, posture, and facial expressions.
    a. Carries self gracefully.
    b. Develops poise before an audience.
    c. Modulates voice appropriately.
    d. Controls facial expressions.

APPRECIATING, DEVELOPING AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

1. Enjoys nature.
    a. Knows where to go to enjoy and learn more about parks, the Trail-Side Museum, Natural History Museum, and the Zoo.
    b. Practices conservation.
    c. Knows the value of belonging to groups interested in nature, such as the Audubon Society, Boy Scouts, Girl Scouts, and Campfire Girls.
2. Becomes familiar with some of the unique structures and monuments in our city.
3. Takes an active part in maintaining an attractive environment.
    a. Assumes some responsibility for tidiness of classroom and home.
    b. Participates in decorating classroom bulletin boards.
    c. Keeps home attractive by making simple repairs and improvements.
    d. Knows simple techniques of painting walls and washing woodwork and windows of home.
    e. Begins to understand how to make and hang curtains.
    f. Makes useful articles to beautify home, such as tables, bookcases, and lamps.
    g. Decorates room, home, and school for parties.
    h. Participates in campaigns against littering.
    i. Keeps yard or area surrounding home neat, clean, and attractive.
    j. Develops and maintains beauty by planting and caring for flowers, trees, and lawns.
    k. Attempts to correct unpleasant odors by removing garbage, cleaning bathroom, and maintaining proper ventilation.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Suggested Activities for Group III - 13 through 15 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

Use borrowed band instruments to experience various kinds of sounds. Have class write original poems or lyrics adaptable to familiar tunes.

Have pupils participate in simple plays.

Teach poems to class. Present poems as part of program for special occasions.

Present puppet show of a well-known story or one growing out of some particular unit of work, such as "Safety."

Illustrate or dramatize parts of poems or stories.

Invite Junior League to present puppet show, and acquaint pupils with what happens behind the scenes.

Attend plays in school and elsewhere. Note and discuss stage settings, performance, and attire of actors.

Play recordings which introduce sounds of various musical instruments. Have class identify these instruments in other recordings.

Play recorded music to give pupils experiences with many kinds of music, such as marches, lullabies, blues, and ballads.

Play different types of music. Through drawings, have pupils interpret how the music makes them feel.

Take a walk to look for and enjoy beauties of nature, such as spring flowers, budding trees, autumn leaves, and winter snow. Draw pictures and make a list of words describing these beauties of nature.

Take a trip to the Art Museum to see a special exhibit. Acquaint the class with the museum and its various programs related to the development of creative expression.

Construct a diorama highlighting seasonal scenes and holiday activities.

Make posters relating to safety, health, and clean-up campaigns.

Plan and execute group murals for seasonal or holiday occasions or in connection with some unit of work.

Make scrapbooks of poems developed by class. Illustrate the poems.

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION (continued)

Enlist the help of the physical education instructors to teach basic steps for ballroom, folk, and square dancing.

Organize a cartoon club for pupils who enjoy this form of expression.

Develop craft projects using school materials, such as kite sticks, lanyard lacing, plaster casting, papier-maché, raffia, and reed.

Record individual or group performances of singing, speaking, or dramatizations. Pupils may listen to the recording and evaluate their performances.

Hang full-length mirror in a convenient place so pupils may observe and evaluate their personal appearances.

Display and demonstrate the use of good grooming aids, such as a clothes brush, a hairbrush, and a toothbrush.

Mount and display pictures of appropriate dress for various occasions, such as parties, work, church, and school. Individual scrapbooks may be made for same purpose.

Make mending and shoeshine kits for home and classroom use.

Discuss and practice good posture in sitting, standing, walking, and dancing.

Make tape recording of pupils' voices and enunciation. Play recording for evaluation and discussion of ways of improving self-expression.

Collect and display pictures depicting correct posture and care of feet, hair, and nails. Use pictures as basis for discussion of problems in these areas.

Use commercial posters depicting good grooming to stimulate discussions. Encourage pupils to make posters showing other good grooming practices.

Invite a student beautician to visit the class and demonstrate manicuring, shampooing, and hair styling.

Have girls attend the school's annual spring style show. Have them note and discuss how certain dress styles compliment various body builds.

Have pupils attend a hair style show to become acquainted with

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION (continued)

various arrangements for different shaped heads and faces.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

Have class observe "Clean-Up, Paint-Up Week" by initiating activities in this area. Keep a record of what is done. Challenge other classes to competition in this area.

Observe Arbor Day by planting trees and shrubs to beautify the neighborhood.

Make bird feeders and houses to attract birds. Talk about kinds of birds attracted by different foods. Discuss such things as the beauty and habits of birds, which birds sing, and why birds need protection.

Plant seeds and bulbs in attractive containers for Mother's Day and for Easter gifts.

Make shadow boxes to beautify home and classroom. Also design and make knick-knack or corner shelves.

Make attractive needlework, such as embroidery and Swedish darning on huck towels and curtains.

Take trips to familiarize the class with certain unique building structures and monuments. Discuss why citizens are proud of these structures.

Have class assume responsibility for cleanliness of school yard for a period of time.

Discuss ways and means of making home, neighborhood, classroom, and school more attractive.

Discuss the beauty and care of shrubbery in a neighborhood.

Talk about what makes neighborhoods attractive or unattractive.

Take trips to the Trail-Side Museum in Burnet Woods, the Krohn Conservatory, or the Cincinnati Zoo to learn more about nature and to enjoy the out-of-doors.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT (continued)

Take a Discovery Bus tour around Cincinnati to observe natural and architectural beauties, historical landmarks, and the Cincinnati skyline.

Arrange for park naturalists to take the class on nature walks through city or county parks.

Take trip around neighborhood to observe shapes, types, and appearances of houses. Discuss home beautification.

Take trip to the Museum of Natural History and county and city parks. Arrange for personnel to show nature films and discuss what can be observed in and around Cincinnati.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Detailed Outcomes for Group IV - 16 through 18 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

1. Enjoys and has some understanding of various forms of cultural expressions.
    a. Attends plays.
    b. Enjoys watching and listening to television and radio stories.
    c. Reads suitable wholesome books, magazines, and newspapers.
2. Participates in, appreciates, and enjoys a variety of musical and rhythmic activities.
    a. Sings with church choir, May Festival Chorus, or other singing groups.
    b. Participates in and enjoys various kinds of music, such as hymns, folk songs, and popular music.
    c. Participates in community and school dances.
3. Uses art materials for self-expression.
    a. Draws and paints pictures.
    b. Uses color effectively.
    c. Appreciates and enjoys participating in a variety of arts and crafts activities.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

1. Takes responsibility for good grooming.
    a. Maintains personal body cleanliness.
    b. Manicures nails and chooses appropriate polish.
    c. Shampoos hair frequently and makes appropriate decisions regarding hair style.
    d. Uses cosmetics, deodorants, and perfumes appropriately.
    e. Knows how and when to shave.
    f. Knows the importance of weight control.
    g. Knows the value of a smile.
2. Takes responsibility for keeping clothing neat and attractive.
    a. Washes, presses, or has clothes dry-cleaned as needed.
    b. Mends clothing neatly.
    c. Takes responsibility for keeping straight hems.
    d. Keeps shoes cleaned and polished.
3. Selects attractive and appropriate clothing.
    a. Dresses appropriately for a variety of occasions.
    b. Purchases clothing that is flattering in color and style.
    c. Wears jewelry appropriately.
    d. Purchases attractive and appropriate clothing for younger children in the family.
4. Has an attractive voice, appearance, and manner.
    a. Walks and stands gracefully.
    b. Uses a well-modulated voice.
    c. Has poise.
    d. Does not slouch on seats and chairs.
    e. Avoids slang expressions.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

APPRECIATING AND DEVELOPING AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

1. Appreciates the beauties and wonders of nature.
    a. Observes and appreciates nature in his surroundings.
    b. Knows where to go to enjoy nature.
2. Takes pride in the beauty of his city.
3. Maintains an attractive environment.
    a. Takes responsibility for maintaining an attractive home when parents are ill or away.
    b. Makes home repairs when needed.
    c. Performs home maintenance tasks.
    d. Participates in clean-up and paint-up campaigns.
    e. Practices a "good citizen" attitude toward littering.
    f. Strives for neatness and beauty in the home or at work.
    g. Plans and executes home decorations, such as providing for color harmony in curtains, rugs, and slip covers.

LEARNING TO APPRECIATE, CREATE, AND ENJOY BEAUTY

Suggested Activities for Group IV - 16 through 18 Years

APPRECIATING AND EXPLORING FORMS OF CREATIVE EXPRESSION

Plan music, decorations, refreshments, and proper dress for a dance or a party.

Take a trip to the library to stimulate interest in the use of it. Acquaint the class with the library's many services, such as recordings, films, newspapers, and periodicals.

Make signs and posters in connection with various school activities and campaigns.

Have exhibit of arts and crafts hobbies of pupils.

Plan exhibits of work done with a specific media of expression, such as ceramics, photography, cartooning, costume designing, dish gardening, and dried plant arrangements. Encourage all pupils to participate.

Have pupils dramatize favorite characters and scenes from books. This activity may stimulate interest in reading books.

Plan music programs using vocal and instrumental talents of pupils in class.

Plan programs of different types of recorded music. Have pupils distinguish between folk, rock-n-roll, waltz, ballroom, and square dancing music. Have class discuss what they like or do not like about each type of music. Have pupils select records for "sing along" sessions.

Have pupils review and recommend books for class reading list.

Discuss and evaluate television and radio programs. Classify programs according to type. Make a list of those programs recommended for viewing and listening.

Review and discuss current movies being shown in Cincinnati.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplememtary Book List for additional, appropriate materials and ideas.

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE

Use sociodrama to illustrate importance of pleasant voice and manner, attractive and appropriate dress, and good grooming.

Discuss the importance and practice of using desirable body posture

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

APPRECIATING AND DEVELOPING AN ATTRACTIVE APPEARANCE (continued)

and a well-modulated voice.

Have pupils plan a class party or some other social function where desirable table manners are practiced.

Have a pupil in a school's cosmetology course demonstrate hair shampooing, setting and styling, applying cosmetics, and manicuring.

Plan discussions which emphasize such things as flattering color, appropriate attire for specific occasions, considerations in hair styling, proper care of clothing, shaving, shoe care, and body cleanliness.

Discuss the content of printed material regarding the importance of weight control.

Plan a trip to a downtown clothing store to observe current styles.

Discuss topics related to personal appearance, such as proper fit of clothing, good posture, and appropriate use of cosmetics and jewelry.

Have pupils use tape recorder to make announcements or record make-believe job interviews. Evaluate voice quality and enunciation. Develop plans for self-improvement.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT

Compile list of things which make a home and yard attractive, such as cutting grass, trimming hedges, and fitting garbage cans with tight lids.

Have pupils initiate and carry out independent projects for neighborhood improvement, such as placement of trash containers, planting shrubs, seeding lawns, and cleaning trash from an area. Have pupils report to class on the results of their projects.

Compile a list of things that make a home more attractive, such as painting, repairing, rearranging furniture, and keeping things in order.

Have committees for planning ways to make the classroom more attractive. Such things as an attractive bulletin board display,

APPRECIATING, DEVELOPING, AND MAINTAINING AN ATTRACTIVE ENVIRONMENT (continued)

plants, or a terrarium may be planned.

Make a scrapbook of pictures and notes of ideas for home improvement.

Develop a book entitled "Interesting and Beautiful Places in Cincinnati" or "What to See in Cincinnati."

Make a scrapbook, listing and describing places to go to enjoy nature.

Discuss home furniture arrangements, color schemes, furniture design, and construction features.

Have each pupil make a model home from cardboard boxes. Have pupils apply what they have learned by furnishing and decorating their model homes. Pictures cut from magazines and catalogs may be used for furniture.

Make attractive articles to beautify the home, such as curtains, lampshades, chair covers, and pin trays.

Discuss color combinations for effective household furnishings, wall decorations, draperies, and floor covering.

Practice mending or replacing broken screening and windows, repairing broken furniture, and refinishing marred furniture.

Initiate and participate in a neighborhood program for care of trees, shrubbery, and other plants.

Take a trip to local stores to see model rooms. Use this experience to obtain combinations and attractive household furnishings.

Take trips to see interesting places in Cincinnati, such as the Union Terminal and the Taft Museum. Another interesting trip would be to a spot overlooking the city to view the skyline. Incorporate these experiences in a booklet.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHAPTER XII

Persisting life problem #9

Learning to use leisure time wisely

"*He hath no leisure who useth it not.*"
George Herbert

CHAPTER XII.PERSISTING LIFE PROBLEM #IX.

LEARNING TO USE LEISURE TIME WISELY

INTRODUCTION

Definition

Solving the persisting life problem "Using Leisure Time Wisely" concerns ways and means that the slow learner may employ in selecting and participating in desirable forms of recreation during leisure time.

Point of View

It is recognized that everyone including the slow learner must use leisure time wisely. However, many slow learners find it particularly difficult to cope with this problem. Slow learners who do not know how to use leisure time wisely often use their free time in detrimental rather than socially-acceptable ways.

Research indicates that slow learners do not participate in leisure activities so readily as individuals of normal intelligence, nor are they often members of social organizations or civic groups. A school program which has as its goal the maximum adjustment of the individual to society must recognize that the problem of using leisure time wisely is worthy of its concern.

The school program, to be effective, must be cognizant of certain problems that the slow learner has in learning to use his leisure time wisely.

One of these problems is a direct result of the slow learner's limited mental capacity. Certain avenues for enjoyment of leisure time, such as reading, attending lecture series, listening to symphony concerts, viewing art or understanding the opera, are closed or uninteresting to the slow learner because he is unable to understand many of the concepts necessary to the appreciation and enjoyment of these forms of leisure activity. Therefore, the unique problem the school faces is one of helping the slow learner carefully select, appreciate, and participate in leisure activities that are not dependent on a high degree of intellectual functioning for enjoyment. Some examples of such activities are:

1. viewing television
2. attending movies
3. participating in sports of all kinds
4. developing hobbies
5. enjoying nature
6. maintaining friendships
7. engaging in cooking, sewing, and home maintenance.

His limited capacity also restricts the opportunity to learn how to participate in various activities. Often when children of normal ability are interested in and are engaging in trial and error process of developing skills in certain activities, the slow learner is not

Point of View, (continued)

ready to participate in these activities. When the slow learner reaches the stage where he is motivated and ready to learn certain leisure-time activities, his peer group has passed him by. The result is that the slow learner is often unsuccessful when he tries to participate with his peers in activities which are of interest and importance to his age group. Consequently, the school must be prepared to allot instructional time for the development of skills ordinarily learned incidentally by other children. For example, it may be necessary for the physical education program to teach the rudiments of baseball to a fourteen-year-old slow learner because he is not ready to learn these rudimentary skills like other boys at nine or ten years of age.

Another problem in learning to use leisure time is related to the slow learner's comparatively low wage-earning ability. Experience has shown that the slow learner frequently relies heavily upon the kind of leisure-time pursuits that can be obtained through paying the price of a spectator ticket, such as viewing movies, visiting amusement parks, and attending sporting events. Often his limited budget will not permit him a wide or extensive use of these activities to fill his leisure time. The school program faces the task of helping the slow learner learn that he can make use of free and inexpensive pursuits to fill his leisure time. Examples of such pursuits are using the recreational centers for such neighborhood events as dancing, arts and crafts classes, and viewing and participating in sports. Teaching selective viewing of television may also be an excellent inexpensive leisure-time pursuit.

In addition, the slow learner often does not possess the imagination to visualize constructive ways of using his leisure time. Therefore, the activities in which he participates tend to be narrow and stereotyped. Often he will not see many opportunities around him for constructive use of leisure time. The task of the school program will be to expand, extend, and develop new ideas concerning how he can use his leisure in a constructive manner. The school program should help the slow learner see opportunities in his neighborhood and in the community which will extend and enrich his leisure-time life. For example, the teacher may help the boys in his class participate in intramural sports by making them aware that such a program exists, by helping them understand how they become eligible for this program, by overcoming obstacles which would prevent them from participating, by helping them develop high interest in the activity, and lastly, by helping them develop some of the rudimentary skills so that they can participate successfully when the opportunity arises.

The school must also teach the slow learner leisure-time pursuits which he can carry on in his home. Among these are cooking, sewing, woodworking, various forms of arts and crafts, and certain home maintenance tasks. These forms of leisure may increase his self-esteem by giving him the deep sense of satisfaction and pride that usually accompanies the process of accomplishing or creating.

In addition, the slow learner, like others, will have many hours of

Point of View (continued)

leisure time because there seems to be a tendency toward a shortening of the work week, a later age of initial employment, and an increasingly early age of retirement from productivity. Furthermore, fluctuating periods of unemployment seem to be characteristic of the non-skilled worker. The job of the school is essentially one of helping the slow learner select constructive forms of activity to occupy his leisure time.

In summary, the school program should:

1. introduce the slow learner to a variety of activities which he can use constructively to occupy his leisure time
2. teach him skills which will enable him to participate successfully in these activities
3. acquaint him with facilities in his community which will afford him lasting leisure-time pursuits
4. show him how he can avail himself of these facilities
5. help him overcome any of the obstacles which may prevent his participation in worthwhile leisure activities.

PERSISTING LIFE PROBLEM #IX. ---

General Outcomes for Group I - 6 through 9 Years

1. Plays actively with other children.
2. Begins to participate in simple organized games.
3. Begins to occupy self in individual activities.
4. Begins to enjoy singing and rhythm activities.
5. Participates in seeing, listening, and talking activities.
6. Begins to enjoy community activities and recreational facilities.
7. Begins to enjoy nature and living things.

General Outcomes for Group II - 10 through 12 Years

1. Seeks and participates in formal and informal group activities.
2. Participates actively in a variety of simple organized games.
3. Develops an interest in and participates in individual leisure activities.
4. Particpates actively in simple music and rhythm activities.
5. Expands participation in seeing, listening, and talking activities.
6. Begins to use community recreational facilities independently.
7. Develops an interest in nature and living things.

General Outcomes for Group III - 13 through 15 Years

1. Identifies with informal and formal groups.
2. Begins to actively participate in organized team sports.
3. Engages in relatively complex individual leisure-time activities.
4. Expands his knowledge, interest, and enjoyment in music and rhythm activities.
5. Enjoys observing, conversing, and associating with increasing numbers of people of various interests and ages.
6. Expands his selection and use of various community activities and recreational facilities.
7. Begins to enjoy the outdoors as a way of profitably using leisure time.

General Outcomes for Group IV - 16 through 18 Years

1. Participates actively in informal and formal groups.
2. Participates actively in organized team sports.
3. Establishes well-defined avocational interests.
4. Enjoys a variety of forms of music and rhythm activities.
5. Develops skills which aid him in meeting and conversing with people.
6. Selects and uses a wide variety of community leisure-time resources effectively.
7. Enjoys recreational opportunities afforded by nature.

LEARNING TO USE LEISURE TIME WISELY

Detailed Outcomes for Group I - 6 through 9 Years

1. Plays actively with other children.
    a. Engages in group and individual play during recess, noon hour and free time.
    b. Plays with other children in the neighborhood.

2. Begins to participate in simple organized games.
    a. Enjoys playing games.
    b. Begins to understand that games have rules.
    c. Begins to understand the concept of "taking turns."
    d. Knows how to play such games as hide-and-seek, tag, jump rope, and other simple games.

3. Begins to occupy self in individual activities.
    a. Occupies self by enjoying playing with puzzles, looking at picture books, drawing, and coloring.
    b. Plays with personal toys, such as wagons, bicycles, dolls, dishes, and balls.
    c. Plays with toys appropriate to his or her age and sex.

4. Begins to enjoy singing and rhythm activities.
    a. Participates in class singing.
    b. Listens to children's phonograph records.
    c. Plays rhythm games.

5. Participates in seeing, listening, and talking activities.
    a. Begins to enjoy conversations and participates in activities with family and friends.
    b. Enjoys watching and listening to children's television and radio programs.
    c. Enjoys attending children's movies and school-sponsored entertainment.
    d. Enjoys listening to stories.

6. Begins to enjoy community activities and recreational facilities.
    a. Enjoys visiting the Zoo, parks, and museums with adults.
    b. Attends day camp during vacation periods.
    c. Enjoys participating in supervised playground activities.
    d. Enjoys attending activities, such as parties, circuses, bazaars, and carnivals.

7. Begins to enjoy nature and living things.
    a. Enjoys helping care for plants and pets.
    b. Enjoys examining and collecting rocks, leaves, weeds, flowers, and insects.
    c. Enjoys taking a walk with an adult to observe nature.

LEARNING TO USE LEISURE TIME WISELY

Suggested Activities for Group I - 6 through 9 Years

Talk about the differences between indoor and outdoor play. Have the class suggest a list of appropriate indoor and outdoor games.

Encourage pupils to suggest simple group games which may be played during directed or free play periods at school. Assign mature class members and play leaders to help immature children participate in group games during free play time.

Have pupils draw pictures about their favorite leisure-time activities. Display pictures with a chart story which emphasizes how children may use their leisure time wisely.

Make a scrapbook of the pictures which may be used when the class discusses home or weekend leisure-time activities.

Discuss and demonstrate how certain group games are played. Explain the meanings of such terms as team, your turn, out, and play leader.

Have class set up a play corner where puzzles, blocks, clay, and manipulative toys are displayed. Talk about quiet play as a way of spending free time. Encourage class to use materials in this corner when assigned work is completed.

Encourage children to talk about their favorite toys and how they play with them. Have children draw pictures to share with others when talking about their toys.

Encourage boys to play with manipulative toys appropriate to their sex and age. Encourage girls to play with toys in the doll corner.

Encourage the class to talk about the ways that their families have fun together. Develop a chart story based upon this discussion.

Talk about things children can do for fun when alone.

Develop a chart for classroom use which will help the pupils know some of the quiet activities in which they may engage after assigned classroom work is completed.

Provide opportunities for those pupils who enjoy painting at the easel.

Take the class to the neighborhood library to participate in regularly scheduled story hours. Encourage pupils to attend this leisure-time activity with a family member after school.

Plan to take the class to school programs, bazaars, and fairs to learn to enjoy activities in a large group.

Take the class to a day camp to enjoy a guided walking tour and other

Suggested Activities for Group I - 6 through 9 Years (cont'd)

activities, such as handicraft, outdoor cooking, and group play. Encourage pupils to draw pictures and talk about what they enjoyed most on this trip.

Plan sing-along sessions. Invite other classes to weekly scheduled sing-along activities. Encourage children to lead the group in singing their favorite songs.

Have pupils discuss the ways they help at home. Point out to the class that doing home tasks well is a wise use of leisure time.

Read stories to the class. Encourage storytelling and have children retell the stories. Hand puppets can be used by teacher and pupils in the storytelling sessions.

Provide scrap pieces of craft material for use in creative handwork activities.

Encourage children to make birthday and get-well cards.

Plan records of favorite fairy tales for class enjoyment. Encourage children to portray characters in mimetic play.

Talk about radio and television programs which are suitable for children. Have class help develop a list of recommended children's programs. Have children take lists home so that parents can help children select appropriate programs.

Construct a library corner with easy-to-read books. Make this corner interesting by displaying colorful book jackets and posters. Encourage children to browse through books and share their interesting findings with others in the class.

Develop a bulletin-board display using large colorful pictures about seasonal leisure-time activities which interest children. During discussion periods encourage children to look at the pictures and talk about what they see.

Encourage children to improve their rhythm skills by tapping sounds to various melodies.

Take the class to neighborhood stores, shopping centers, or downtown to enjoy seasonal decorations and displays. Have children talk about the things they enjoyed most.

Teach children how to play simple rhythm band instruments. Organize a classroom rhythm band and have children play their favorite instruments.

Teach the class simple group and folk dances. These dances may serve

Suggested Activities for Group I - 6 through 9 Years (cont'd)

as an activity during inclement weather or they may be performed for school programs.

Talk about the characteristic body movements of animals. Encourage children to interpret to music, the swaying of the elephant's trunk, the jumping of frogs, the hopping of kangaroos, and the running of deer.

Discuss the school playground rules. Talk about some of the problems boys and girls have had on the playground. Help the class see how obeying playground rules could have prevented the problem.

Develop a list of group games. Have class discuss how these favorite group games are played. Encourage class to play these games during free play periods.

Plan a class outing to a park. Have the class help plan some of the group games that they wish to play. Have children volunteer to lead games.

Plan a weekly storytelling time. Stimulate interest by displaying the book jacket of the story. Have children look at the book jacket and tell what they think the story is about. After story has been read, have children draw a picture about the part of the story they liked best.

Discuss how caring for plants or pets help us enjoy leisure time. Talk about why care must be given plants and pets to keep them beautiful and healthy. Let individual children volunteer to take turns caring for classroom plants and pets.

Have children plan a classroom party. Let the class make party favors, hats, and place mats. Talk about the manners children should practice to make a party an enjoyable experience.

Provide a table and materials for children to make simple clay models of animals and other objects during their free time. The teacher may motivate interest in this leisure-time pursuit by displaying finished models.

Help children develop an interest in paper craft by assembling basic shapes, such as squares, circles, triangles, and rectangles into animals, flowers, and other objects.

Arrange to take class trips to the Zoo and the circus. Have children discuss what they hope to see. Discuss plans for the trip to help children feel responsible for its success.

Have children illustrate answers to the questions given below to reinforce good behavior:

WE ARE GOING TO TAKE A TRIP

1. Where are we going?
2. How are we going?
3. When are we going?
4. Why are we going?
5. How shall we act?
6. What rules must we follow?

Take class on walks to observe and enjoy seasonal changes and nature. Encourage children to observe the beauty of trees, clouds, and flowers.

Help the children enjoy collecting interesting objects by starting a room collection of such things as leaves, rocks, seeds, buttons, and stamps. Label and display this collection in an interesting manner.

Have children make simple gifts for parents, family members, and friends. Help children understand that this may be a rewarding and wise leisure-time activity.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO USE LEISURE TIME WISELY

Detailed Outcomes for Group II - 10 through 12 Years

1. Seeks and participates in formal and informal group activities.
    a. Enjoys being with and playing with friends.
    b. Joins organized groups, such as Boy Scouts, church groups, and organized community clubs.
    c. Takes short hikes, bicycle trips, and other trips with friends outside of immediate neighborhood with adult permission.
    d. Enjoys participating in a wide variety of family activities.

2. Participates actively in a variety of simple organized games.
    a. Understands and plays by the rules of a game.
    b. Begins to understand the concept of winning and losing.
    c. Begins to understand, enjoy, and participate in some team games, such as kickball, baseball, and football.
    d. Initiates and participates independently in active low-organized games, such as tag, jacks, marbles, and jump rope without adult supervision.
    e. Plays at quiet activities, such as checkers, simple card and spinner-type games.

3. Develops an interest in and participates in individual leisure activities.
    a. Begins to explore various activities as a hobby.
    b. Plays creatively with toys which are appropriate to his age level.
    c. Begins to do simple craft work.
    d. Uses free time in school in a constructive manner.
    e. Enjoys drawing, painting, and completing puzzles.

4. Participates actively in simple music and rhythmic activities.
    a. Enjoys singing.
    b. Performs simple folk and group dances.
    c. Enjoys playing simple tunes on a musical instrument.

5. Expands participation in seeing, listening, and talking activities.
    a. Uses conversation with others as a major leisure activity.
    b. Begins to select and enjoy listening to and watching some television and radio programs.
    c. Begins to independently select and attend some movies in neighborhood theaters.
    d. Enjoys listening to stories, records, and other forms of music.
    e. Begins to enjoy reading some books and comics independently.

6. Begins to use community recreational facilities independently.
    a. Begins to use neighborhood public library independently.
    b. Visits the museums, libraries, the Zoo and other places of interest with other children.
    c. Plays in community parks with other children.
    d. Begins to use neighborhood recreational centers, playfields, and swimming pools independently.

LEARNING TO USE LEISURE TIME WISELY

Detailed Outcomes for Group II - 10 through 12 Years (cont'd)

7. Develops an interest in nature and living things.
   a. Shows an interest in collecting and observing small animal life, such as tadpoles, fish, frogs, turtles, and toads.
   b. Builds homes for his pets.
   c. Assumes responsibility for the care of his pets.
   d. Enjoys looking at highly illustrated books about animals.
   e. Begins to work in and show an interest in the garden and yard.

LEARNING TO USE LEISURE TIME WISELY

Suggested Activities for Group II - 10 through 12 Years

Arrange for the class to participate in regularly scheduled gym periods. Discuss with pupils the necessity for following directions and participating in all of the physical education activities.

Have pupils take turns being activity leaders during supervised play periods. Talk about the responsibilities of an activity leader.

Discuss the types of activities which are suitable for indoor and outdoor play. Have pupils compile a list of indoor and outdoor activities to summarize this discussion. Make a bulletin board display of pictures which illustrate the list of suggested activities.

Talk about and encourage pupils to practice co-operation and respect for each other in simple competitive games. Discuss why some pupils make good play partners.

Organize teams of pupils in the class to play simple organized games. Encourage pupils to practice game skills and develop proper attitudes which make competitive games enjoyable.

Discuss the need for controlling one's temper during play competition.

Provide word card and arithmetic games. Encourage children to play these games after they finish their regularly assigned work.

Display easy to read and highly illustrated books. Encourage children to look at and read these books during free time.

Talk about and explain the rules of simple games, such as jacks, checkers, dominoes, and educational card games.

Teach pupils simple sewing, paper, and woodcraft skills. Provide scrap materials for the class to make aprons, belts, and memo and napkin holders. Encourage pupils to work on projects at home and in school during free time.

Encourage class to participate in school and neighborhood athletic contests, kite contests, and play days. Talk about the pleasure of competitive games.

Talk about community resources which offer opportunities for leisure time, such as clubs, church groups, playgrounds, and parks. Make a simple map indicating location of these resources. Encourage pupils to use these centers for leisure-time activities after school.

Demonstrate and discuss how to play a spinner-type game. Emphasize the importance of reading and understanding the printed directions accompanying games. Help pupils make simple spinner-type games which they can use at home.

Teach pupils to learn simple group dances.

LEARNING TO USE LEISURE TIME WISELY

Suggested Activities for Group II - 10 through 12 Years (cont'd)

Have pupils take turns at being song leaders in a sing-along session. Permit pupils to select their favorite songs to add enjoyment to this activity.

Encourage pupils to participate in school musical activities and programs for P.T.A., holiday, and assembly programs.

Have the class interpret a variety of rhythms through marching, twirling, waltzing, and tapping. Play a variety of records to acquaint the class with different musical tempos.

Have pupils perform mimetic dances to musical records and explain their dances. Have them draw pictures interpreting various musical themes.

Discuss the techniques of good group conversation. Emphasize the importance of listening to the person who is talking. Plan simple classroom discussions to provide practice in participating in group conversations.

Have class list the organized recreational activities which are made available in the area. Organize information so that pupils will understand requirements for participation as indicated in the following chart:

Activity	Boys or Girls	Meeting Place	Time	Day	What is Needed?
Fishing	Boys	Eden Pk	8:30 AM	Saturday 5-2-64	Parents' permission note, fishing rod, lunch, bus fare.

Talk about how caring for plants and animals can be fun, but that this care requires the acceptance of certain responsibilities.

Set aside a period during which the teacher will read a story or poem to the class. Encourage pupils to suggest favorite stories or poems they would like to have read to them. Have pupils talk about their favorite characters or exciting incidents.

Develop a weekly radio and television calendar. Use this guide to remind pupils when to listen and view appropriate programs as a wise use of leisure time. The following may serve as an example:

LEARNING TO USE LEISURE TIME WISELY

Suggested Activities for Group II - 10 through 12 Years (cont'd)

	A CALENDAR OF INFORMATION						
	S	M	Tu	W	Th	F	S
Radio		560 Favorite Poems 6:30		870 Safety Quiz 8:00			1450 Children's Story Hour 10:00
T.V.	Jack and the Beanstalk 7:30 Ch. 9			Children's Symphony 7:00 Ch. 5			etc.

Take the class to school activities, such as movies, science and art exhibits, and stunt meets. Encourage pupils to talk about what they enjoyed most during these activities.

Take the class to watch different intramural games. Talk about the skills required for the game. Encourage pupils to practice these skills in the regularly scheduled gym class.

Develop a list of public recreational and entertainment functions which pupils of this age level may attend without supervision. Talk about behavior which permits everyone to enjoy the activity.

Encourage pupils to purchase tickets for performances of the Children's Theater and Children's Symphony. Provide classroom opportunities for pupils who attended to talk, draw pictures or construct dioramas about their experiences.

Talk about how to make friends with other pupils. Discuss the kinds of behavior which make others like or dislike you.

Have pupils report about the activities of organized groups to which they belong. Examples of such reports might include a description of a hike taken by a Boy Scout troop, a cookout taken by a Campfire group or a craft program operated by a community center. Talk about how pupils may become members of these groups.

Talk about interesting things to do for fun on a weekend. Activities might include going to the park, visiting a shopping center, or taking a bicycle ride to a point of interest.

Develop a skit around the theme: Friendly Tommy and Unfriendly Jack. Help pupils understand some of the behavior which contributes to friendliness or unfriendliness.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

Provide opportunities for pupils to learn how to plan and carry out classroom parties. Divide the class into groups to make decorations, prepare refreshments, and select party entertainment. The teacher may help the pupils evaluate their performance of duties assigned to them.

Talk about some "do's" and "dont's" when visiting in the homes of friends. Act out situations in which proper behavior is demonstrated; for example, what a visitor should do when a family supper hour arrives.

Provide opportunities for pupils to learn to play quiet competitive games, such as checkers, jacks, Chinese checkers, and dominoes. After pupils develop skills in these games, organize tournaments. Recognize the winner by posting tournament results in a prominent place in the room.

Have class collect pictures of some social activities appropriate for their age group. Discuss and develop chart stories which emphasize how good manners help pupils enjoy these activities.

Hold a discussion about various kinds of activities in which a family can participate for fun. Talk about taking a trip to the Zoo, going to a movie together, or having a picnic.

Have pupils share out-of-school club experiences. Develop chart stories about these experiences to motivate class members to understand how Boy Scouts, Campfire Girls, Girl Scouts, and 4-H Clubs help pupils use leisure time wisely.

Have pupils tell how their families have fun together. Pupils may draw pictures of some of the activities in which families participate. Use these pictures to aid discussion.

Provide a variety of jigsaw puzzles for the class to enjoy during free periods. Have pupils keep a record of the time it takes for them to complete a puzzle. Have them compile this record in the form of a simple graph. Use this activity as a basis for developing the concept of improvement in performance or "beating your own record."

Plan a class hobby show where pupils may exhibit their hobbies. Have them discuss their hobbies and tell why they enjoy pursuing them. Invite other classes to visit the display. Plan a simple award for each entry to stimulate interest in maintaining a hobby.

Set up a "Do-it-Yourself" corner in the classroom. Collect assorted scrap materials suitable for projects. Post clearly written and highly illustrated directions for completing simple craft projects. Place completed projects in school display cases to encourage pupils to engage in craft activity.

Talk about how listening and viewing radio and television programs may be wise leisure-time activities. Preview the weekly radio-television schedule for recommended programs for this age group. Discuss what makes a program good or poor entertainment.

Help pupils develop an interest in pursuing a hobby which is free or inexpensive. Organize a classroom collector's club. Have pupils talk about and share what they collect. The teacher may help develop an appreciation for the items the pupil collects by telling them simple interesting facts about the items. Have pupils display their collected items by mounting them on construction paper, in scrapbooks, or in shoebox cases.

Conduct discussions which help pupils select meaningful leisure-time activities for after-school play. Have pupils collect information which will help them use the facilities of neighborhood centers. Point out the importance of obtaining parental permission before participating in activities at the center.

Talk about and compile a list of some games which pupils can practice alone to become more skillful group players. Some suggested activities are shooting marbles, playing jacks, jumping rope, and bouncing a ball against a wall and catching it.

Discuss some rules concerning safety and behavior which should be practiced when using a public swimming pool.

Have pupils tell about their pets during group conversation time. Encourage class members to ask questions about how to care for pets. Point out that keeping pets entails responsibility.

Collect pictures of common musical instruments. Play recorded musical selections which acquaint the pupils with the sounds of various instruments. If a pupil in the room plays an instrument, permit him to bring the instrument and play a selection or two for the class.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO USE LEISURE TIME WISELY

Detailed Outcomes for Group III - 13 through 15 Years

1. Identifies with informal and formal groups.
   a. Participates and identifies actively with a peer group.
   b. Begins to take a more self-directed part in school activities and clubs.
   c. Joins and participates in organized community groups, such as the Y.M.C.A., social centers, and boys' clubs.
   d. Travels freely and unsupervised with companions in the community and city.
   e. Supports and actively participates in some family activity.

2. Begins to actively participate in organized team sports.
   a. Knows how baseball, basketball, and football are played.
   b. Seeks to advance personal skills required in various team and individual sports.
   c. Begins to practice some rules of sportsmanship.
   d. Identifies with and joins neighborhood intramural or school athletic teams.

3. Engages in relatively complex individual leisure-time activities.
   a. Develops and enjoys personal hobbies.
   b. Begins to enjoy cooking, sewing, and woodworking as a leisure-time pursuit.
   c. Engages in a variety of arts and crafts activities, such as model building, mosaic work, and picture painting.
   d. Begins to visit friends and to entertain them at home.
   e. Enjoys reading some comic strips, newspapers, magazines, and books.

4. Expands his knowledge, interest, and enjoyment in music and rhythm activities.
   a. Enjoys radio and television programs and recordings of popular music.
   b. Begins to play musical instruments.
   c. Enjoys and identifies with popular recording artists and various music styles.
   d. Begins to develop skills in social dancing.

5. Enjoys observing, conversing, and associating with increasing numbers of people of various interests and ages.
   a. Identifies with and enjoys the company of some adults.
   b. Begins to be interested in being in the company of members of the opposite sex.
   c. Begins to develop conversational skills.

6. Expands his selection and use of various community activities and recreational facilities.
   a. Participates in school activities, such as dances, pep rallies, athletic contests, and school plays.
   b. Selects and attends movies, plays, and professional sporting

events independently.
c. Attends parades and community festivals independently.
d. Seeks to actively participate in camping and hiking activities during vacation periods.
e. Uses the library, swimming pools, the Y, and other community recreational facilities independently.

7. Begins to enjoy the outdoors as a way of profitably using leisure time.
    a. Begins to develop skills in fishing.
    b. Enjoys camping and hiking under supervision.
    c. Enjoys growing plants and doing yard work under supervision.
    d. Enjoys sightseeing with others by bicycle or car.

LEARNING TO USE LEISURE TIME WISELY

Suggested Activities for Group III - 13 through 15 Years

Encourage the class to engage in school intramural sports. Discuss the procedure for joining and participating in intramural activities.

Demonstrate some of the skills needed to participate successfully in certain activities. Films or actual demonstration in the gymnasium may be used to teach specific game skills.

Dramatize situations which portray the characteristics of a good team member. Discuss how improper attitudes reduce team spirit. Talk about why good sportsmanship pays big dividends.

Develop a list of community facilities which pupils may like to use to practice athletic skills independently. Talk about the advantages of practicing athletic skills regularly.

Organize classroom fan clubs which have as their purpose the development of interest in incorporated local sports activities. Collect publicity material and information which may be incorporated in a fan club scrapbook.

Have individual pupils choose their favorite athletes. Help them organize simple reports which tell how the athletes achieved their success.

Discuss and define terms which are associated with various sports. These terms should help pupils understand and discuss the game.

Develop a bulletin board display to encourage interest in simple hobbies. Plan discussions around certain hobbies. Encourage pupils to share and enjoy one another's hobbies.

Teach simple craft skills in leatherwork, jewelry making, weaving, and ceramics. Encourage pupils to use spare time at home to pursue some of these crafts as a hobby.

Encourage pupils to discuss some of the activities they enjoy which do not require the spending of money. Develop a list of leisure-time activities which do not involve spending money. Have class evaluate the activities on the list to determine if they are a wise use of leisure time.

Explain the elements of good group conversation. Dramatize different kinds of group conversation. In the dramatizing, attempt to practice specific elements which insure good group conversation.

Arrange a visit to a broadcasting and telecasting studio.

Point out the many "behind the scenes" tasks that are involved in the production of radio and television programs. Use this trip to stimulate and expand interest in listening to and viewing radio and television programs.

Have the class refinish a small piece of furniture. Encourage pupils to pursue similar activities at home in their leisure time.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

Encourage pupils to bring to class the article they refinished.

Make a chart which lists community leisure-time facilities. Use this chart to stimulate pupil interest in joining community organizations and activities. Have pupils report to the class on some of the interesting community activities in which they participate.

Organize a classroom club where pupils may become acquainted with club activities, procedures, and conduct. Suggested clubs may be: a service club, a hikers' club, a hobby club, and a record club. Post the activities of these room clubs to stimulate interest in becoming a club member.

Encourage pupils to participate in their school's extra-curricular activities. Emphasize interest, ability, and school spirit as essentials which help a pupil enjoy these activities.

Preview weekly radio and television programs with the class. Encourage pupils to volunteer to view and listen to certain recommended programs and later report to the class about them.

Develop a list of topics which may be used for weekly group discussions. This activity may be used to help pupils improve their group conversational skills. Suggested topics may include: current events, school activities, radio and television programs, clothing styles, popular music, and entertainers.

Tell simple stories based on the lives of musicians and composers. Play records which help pupils appreciate, understand, and expand their taste for music.

Arrange for the class to attend a practice session of the Symphony Orchestra. Have the pupils become familiar with names of instruments and their sounds.

Have each pupil attend an after-school athletic event. Discuss the supporting role of a spectator at sports events.

Encourage pupils to attend school plays and programs as leisure-time activities.

Talk about wholesome family entertainment and activities. Have pupils share with others some of the ways their families have fun together.

Familiarize pupils with the amusement and entertainment section of the newspaper. Discuss why some entertainment is classified adult, family, young adult, and child. Have pupils locate examples of each type of entertainment.

Arrange for the class to attend school pep rallies. Discuss appropriate ways to display and develop school spirit. Encourage pupils to attend school sports functions.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

Have pupils make attractive booklets which contain school songs and cheers. Pupils may illustrate their booklets so that they appear more interesting.

Arrange for the class to participate in a Veterans or Memorial Day parade. Explain the purpose of a parade. Discuss how acceptable group conduct helps make a successful parade.

Arrange for the class to visit a public library. Upon returning to the classroom, organize information gained about the library to help pupils understand, use, and enjoy the services of the library.

Arrange to visit such places of interest as the Art Museum and the Krohn Conservatory. Have pupils discuss what they enjoyed most on these trips.

Plan a gym period during which pupils may be taught popular dance steps. Discuss the popular dance steps which should be learned in order to participate in school dances.

Have pupils organize into committees to initiate plans for an annual class party. The teacher may help the class plan suitable activities.

Discuss some of the things which you do as a host when you entertain friends in your home. Demonstrate ways one can make a visitor feel comfortable. Talk about the responsibilities of a host or hostess.

Develop a skit which emphasizes appropriate guest behavior.

Talk about how poor manners or inappropriate social conduct on the part of a guest may cause him to be unwelcome.

Have pupils collect information about city-wide contests for kite flying, fishing, marbles, and soap-box derby racing. Discuss how interested pupils may join these contests and enjoy them as leisure-time pursuits.

Talk about outdoor sports which may be enjoyed by pupils. Have pupils who fish, hike, bicycle or camp, report about their experiences.

Have pupils collect information and compile a scrapbook on community parks. Conduct discussions about the fun activities available at parks. Have pupils tell why they enjoy a favorite park.

Arrange after-school checker tournaments with pupils from other classrooms. Use this leisure-time activity to encourage pupils to practice good sportsmanship.

Have pupils make simple matching-card and spinner-type games which may be played by them in their leisure time at home.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

Have the pupils do the planning for an annual class trip. This experience will help pupils learn that planning is necessary to carry out a successful group activity.

Use this activity to help pupils understand that everyone has a responsibility in making a group activity a success.

Discuss dating as it relates to this age group. Talk about group dating activities sponsored by community organizations, such as the Y.W.C.A., the Y.M.C.A., churches, and neighborhood centers.

Plan interesting displays which motivate discussions on what is acceptable teen-age behavior during the use of leisure time. Discuss and define gang, crowd, and group popularity.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO USE LEISURE TIME WISELY

Detailed Outcomes for Group IV - 16 through 18 Years

1. Participates actively in informal and formal groups.
   a. Begins to engage in adult-type behavior and activities within the structure of a group.
   b. Becomes a good group member.
   c. Begins to assume minor responsibility for the operation and leadership of group activities.
   d. Participates in a wider number of community activities, organizations, and clubs.
   e. Travels efficiently with others in pursuit of group activities.
   f. Plans and supervises leisure activities for young children.
   g. Initiates, plans, and assumes responsibilities for certain family leisure activities.

2. Participates actively in organized team sports.
   a. Understands the playing rules of a variety of team and individual sports.
   b. Appreciates exceptional skills demonstrated by others in the performance of various team and individual sports.
   c. Pursues one or more sports as a personal leisure-time activity.
   d. Understands and practices good sportsmanship.
   e. Practices improving skills in the sports in which he participates.

3. Establishes well-defined avocational interests.
   a. Pursues and enjoys a hobby.
   b. Develops skills in and enjoys cooking, sewing, woodworking, and arts and crafts as leisure-time pursuits.
   c. Enjoys caring for his own or family automobile.
   d. Visits friends and entertains them at home.
   e. Enjoys reading, movies, radio, and television.

4. Enjoys a variety of music and rhythm activities.
   a. Expands and improves his taste in appreciation of music.
   b. Plays a musical instrument.
   c. Selects and attends community musical activities.
   d. Participates in choral groups and school orchestras and bands.
   e. Improves his skill in social dancing.

5. Develops skills which aid him in meeting and conversing with people.
   a. Establishes close friendships.
   b. Knows how to talk with a variety of people.
   c. Enjoys associating with members of the opposite sex.

6. Selects and uses a wide variety of community leisure-time resources effectively.
   a. Selects and attends leisure-time activities with friends.
   b. Enjoys attending public dances, concerts, plays, and sporting events.
   c. Makes use of free or inexpensive community leisure-time resources, such as parks, conservatories, museums, and libraries.

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

7. Enjoys recreational opportunities afforded by nature.
    a. Attains skill in hunting and fishing.
    b. Initiates and participates in adult camping and hiking activities.
    c. Cares for yard and garden.
    d. Uses a car for travel, sightseeing, and pleasure riding.

LEARNING TO USE LEISURE TIME WISELY

Suggested Activities for Group IV - 16 through 18 Years

Have various quiet games available for use during leisure-time periods at school. Hold a variety of tournaments to promote skill and interest in playing games as a leisure-time activity.

Encourage interest in reading as a recreational pursuit. Have pupils give reports and talks to the class about stories they have read. The teacher may also read short stories or simplified versions of certain classics, biographies, and well-known stories to the class. Discussion should follow concerning characters, plot, setting, and situations.

Use articles from teen-age magazines and daily newspapers as a basis for discussion on such topics as entertaining guests, interesting things to see and do, and etiquette and manners.

Discuss the importance of pupils joining school clubs and being recognized as active participants in school affairs.

Have a committee develop and illustrate a calendar of coming events. Use this calendar to keep class informed of coming athletic, social, and other leisure-time activities.

Have pupils keep a chart or diary of leisure-time activities. Talk about and evaluate some of the ways people spend their leisure time.

Have class discuss community recreational facility resources which are readily available. Assign committees to investigate and report on the types and kinds of recreational activities which are available to them in the various facilities.

Have pupils bring samples of their hobbies and work to class. Have them explain to the class what is involved in the hobby.

Discuss various types of family outings. Have pupils develop hypothetical plans for having their family participate in one of the outings which was discussed.

Talk about some of the things one must consider when giving a party. In the discussion, include such factors as determining the time of the beginning and ending of the party, being considerate of one's neighbors, planning costs, selecting types of activities, and arranging for adequate parking for guests.

Discuss the importance of using work-break periods wisely.

Demonstrate some of the procedures which make others feel welcome in your home. Dramatize situations which show how to greet, serve, entertain, and create a relaxed atmosphere.

Demonstrate the proper ways of making introductions by acting-out the parts of a host and his guests.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

Discuss the importance of sportsmanship both as a spectator and as a participant in athletic contests.

Talk about the advantages, disadvantages, and responsibilities of belonging to formal groups, such as churches, unions, political parties, and service groups.

Talk about the characteristics of a good group member. Develop a skit which emphasizes some good and bad attitudes commonly found among group members.

Organize a classroom club to help pupils learn simple parliamentary procedures.

Have pupils compile a list of games which may be used to entertain young children. Incorporate these games into a scrapbook which may be used when a teen-ager is required to care for young children.

Discuss some inexpensive leisure activities which families may enjoy together.

Have pupils collect pictures and write simple paragraphs about good sportsmanship. Discuss how acceptable attitudes of sportsmanship make a leisure-time activity more enjoyable.

Have pupils tell why they like a particular sport. Have them bring in newspaper and magazine pictures which demonstrate certain skills or techniques which make their favorite sports interesting and challenging.

Discuss sports which may be enjoyed by watching television or by listening to the radio. Have pupils report on a sporting event they have viewed or listened to, such as bowling, football or basketball.

Compile a list of places in the city where sports events are held. Encourage pupils to attend some of these events as a leisure-time pursuit.

Organize a room team to participate in school or neighborhood intramural tournaments. Talk about the procedures which are followed when participating in intramural tournaments. Have pupils select players and substitutes for the teams. Encourage selected players to practice the skills of the sport.

Discuss some ways to spend leisure time when alone. Talk about how cooking, gardening, reading, sewing, and crafts can be used as wise leisure-time pursuits.

Talk about social dancing and how it helps teen-agers feel a part of the group. Encourage pupils to practice social dancing.

LEARNING TO USE LEISURE TIME WISELY

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

Discuss "do's" and "don'ts" pertaining to conduct at formal entertainments such as a prom. Talk about the responsibilities of the boy for providing a corsage and escorting the girl to and from the dance. Talk about the responsibilities of the girl, such as being ready on time, being dressed appropriately, and her obligations to her escort.

Dramatize social situations during which pupils practice social amenities. Include such situations as how to make introductions, meet friends, and participate in group conversation.

Have pupils list the elements which help a person enjoy group conversation. Emphasize talking about interesting and appropriate subjects, listening to the person who is talking, and keeping comments pertinent to the subject.

Develop a list of outdoor sports appropriate to various seasons. Talk about what one must do to enjoy and participate in these sports. Discuss how, when, and where to obtain licenses and permits to pursue certain activities.

Discuss the care which should be given to sports equipment. Point out how this care contributes to the enjoyment of a sport.

Discuss how certain personal possessions may be used to provide leisure activity. A sewing machine, a typewriter, a record player, hand tools or a collection of old magazines may be used in developing leisure-time pursuits. Have pupils list ways in which possessions like these may help make leisure time more enjoyable.

Develop a class booklet on forms of inexpensive entertainment. Encourage pupils to use booklet for ideas on how to use leisure time.

Have individual student report on some do-it-yourself project he has undertaken.

Discuss the opportunities which adult education programs offer for wise use of leisure time. Encourage pupils to choose a class in which they might enroll upon their completion of the special class program.

Discuss some wholesome activities which may be pursued on dates.

Talk about how acceptable behavior helps one enjoy school social events and public entertainment.

Have pupils give oral or written reports to the class about their favorite television and radio programs. Have them indicate some of the reasons for their choices.

Have the class bring in and discuss the weekly radio and television schedule. Have pupils discuss and evaluate the various types of programs available for viewing and listening.

Have a music appreciation unit. Talk about various kinds of music. Use records to illustrate various types of music. As a culminating activity have class attend a Pop concert.

Discuss the procedure for borrowing phonograph records from the public libraries. Talk about this activity as a worthwhile leisure-time pursuit.

Organize groups to discuss selected topics. Have one group discuss a topic and have the remaining class members evaluate the discussion in terms of good group conversation.

Encourage pupils to budget money in order to take sight-seeing tours. Have pupils make all the plans necessary for completing the tour successfully. Evaluate the effectiveness of the planning after the completion of the tour.

Have pupils collect gardening hints and ideas from newspapers and magazines. Talk about the enjoyment derived from a green thumb hobby.

Have individual pupils bring in articles from the amusement page of a newspaper to be used for discussion by the class.

Have pupils describe some recent movie, athletic event, concert or play to encourage others to attend.

Discuss how newspaper ratings and reviews can be used as a guide for selecting worthwhile pictures.

Talk about how the observation of the beauty of seasonal and daily changes in nature can be a pleasant, worthwhile leisure pursuit.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHAPTER XIII

Persisting life problem # 10

Learning to earn a living

> "Employment is nature's physician, and is essential to human happiness."
>
> Galen

STOP
EMPLOYMEN
OFFICE

CHAPTER XIII. PERSISTING LIFE PROBLEM #X.

LEARNING TO EARN A LIVING

INTRODUCTION

Definition

Learning to earn a living is a persisting life problem which involves the development of essential habits, attitudes, and skills necessary for preparing for, choosing, getting and holding a job, and developing an understanding and knowledge of the basic rights, benefits, and responsibilities associated with becoming a worker.

Point of View

Probably no area in the educational program for slow learners is more important than that which concerns itself with preparing youth to adjust successfully to the demands of employment. It has been said that life adjustment is impossible unless occupational adjustment occurs. The development of a school program that aids occupational adjustment for slow learners is a necessity.

In order to develop an effective occupational education program, it is necessary for teachers to be cognizant of a number of specific problems that slow learners face in learning to earn a living. Fortunately, educators can draw upon a wealth of experience and research concerned with the occupational adjustment problems of the mentally handicapped. These findings may be used to give direction to the kinds of experiences which should be included in the school program.

One of the major problems in developing occupational adequacy is determining what kinds of jobs slow learners may be trained to perform. Experience has shown that the very nature and implications of retardation tend to structure the kinds of occupational opportunities available to slow learners. Slow learners, upon the completion of school, are usually employed in jobs which may be classified as unskilled or semi-skilled. In urban areas such as Cincinnati, slow learners often find employment in routine unskilled factory work and various service jobs associated with activities of daily living. Generally, the jobs are widely diverse in nature, but they require only the simplest routine skills for their performance. This seems to cast doubt on the value of developing traditional extensive vocational training programs for slow learners, in which training for a specific job is done. Most jobs which slow learners can hold successfully consist of operations that may be taught on the job. This implies that, if a school occupational program for slow learning children is to be effective, it must provide for actual experience in nonskilled jobs.

The second major problem concerns what the school can do to insure successful work adjustment for the slow learner. Research has indicated that slow learners can and do make good occupational adjustment. Those

Point of View (continued)

slow learners making good occupational adjustment seem to possess positive personality traits, such as the ability to get along with co-workers, high job interest, a desire for more than adequate performance, dependability, and ability to accept criticism cheerfully. It seems then that these are the personality characteristics which a good program for slow learners should attempt to develop if it is to prepare pupils to take their places successfully in the workaday world. Educators can also learn much from analyzing the reason for poor occupational adjustment of some slow learners. It has been found that seldom is the poor occupational adjustment of the slow learner due to an inability to perform a semiskilled job to the satisfaction of the employer. Poor occupational adjustment is usually due to undesirable personality factors, such as lack of punctuality, excessive absenteeism, indifference, inability to assume responsibility, and unreliability. The implications of these findings emphasize the need for concentration in the school program upon the development of positive work habits and attitudes. Many of the work habits and attitudes that are needed for successful job adjustment are extensions of those needed for successful daily adjustment in the school program. The teacher and the school can encourage the slow learner to develop positive work habits and attitudes by insisting on high standards of work performance, the assumption of responsibility, habits of punctuality, reliability, and the acceptance of constructive criticism.

Because slow learners usually hold semiskilled jobs, they are frequently the first to lose employment during economic recessions. Many slow learners will be faced with the necessity of finding a job after school personnel can no longer be of help to them. The slow learner generally has fewer marketable skills, less verbal ability, and usually more limitations than other workers. Because of this, prospective employers often may not give the slow learner consideration unless he has been trained in the techniques of getting a job. It is the task of the school program to help the slow learner acquire techniques, such as knowing how to fill out an application blank correctly, knowing how to conduct himself in a job interview, knowing what resources to use in the community for aid in gaining employment, and understanding his limitations and their relationship to the kind of job he can hold successfully. These and other problems associated with finding and getting a job must be given attention in a school program if the slow learner is to meet with success in finding employment.

Frequently, the school faces the problem of bringing about a realistic parent and pupil understanding concerning the kind of work that the slow learner can perform successfully. Often parents and pupils have higher job aspirations than the pupil's limited mental capacity will permit him to attain. To develop realistic job aspirations, parents and pupils must be helped to understand that all work is important. Unless parents can be helped to accept the limitations of the pupil and the implications of these limitations for employment, little chance for successful job adjustment may be expected. The implications of this problem to school planning are twofold. First, parents must be helped to gain insight

Point of View (continued)

into the limitations of their children - to see the relationship of mental retardation to later vocational planning and adjustment. Second, the school must begin early in the program to develop positive pupil attitudes toward the performance of all types of work. Slow learners need to be helped to understand that certain jobs will not be open to them because they lack specific skills and abilities. The development of a realistic understanding on the part of the pupil regarding his strengths and weaknesses is a must if he is to accept his ultimate place in the workaday world.

Another important problem that the slow learner faces is acquiring a sound understanding of those rights, responsibilities, and privileges associated with becoming a member of the workaday world. The slow learner has difficulty in understanding such things as union membership, Social Security, income tax deductions, and unemployment benefits. It is necessary for the school to devote considerable time and energy in bringing about an understanding of the basic concepts involved in this problem area. Frequently, the benefits and effects of taxes, union dues, and Social Security are too remote and abstract for the slow learner to readily appreciate. Therefore, to help him become an informed worker, it is necessary for the school to include in its program an attempt to develop a basic understanding of the elementary rights, responsibilities, and privileges associated with becoming a worker.

Another major problem concerns developing ways and means by which a school program may provide the slow learner with the skills, habits, attitudes, and understandings which will enable him to adjust successfully in the world-of-work. This training in school begins at the primary level of the program. The capable primary teacher begins by using the child's daily classroom and school experiences for developing many initial work skills, habits, and attitudes. For example, the teacher may develop many important beginning work habits by requiring pupils to assume responsibilities for the performance of various classroom tasks throughout the year. By alternating assignments among children, several children may have the opportunity for satisfactory assumption of work responsibility and achievement in at least one task. Beginning at the primary level, the school must identify and explain why certain characteristics are noted as "good work habits." The young, slow learning child can be encouraged to develop beginning positive work habits and attitudes by performing such tasks as helping to care for the less capable members of the class; carrying messages in the school; and keeping the working area, room, and tools clean. Early in the school program, pupil awareness for the personal responsibilities entailed in performing jobs in a satisfactory manner should be developed.

In general, the school's instructional program should be concerned with problems that the learner is currently facing in learning to become a worker. Early in the intermediate and beginning junior high levels, the slow learner may be encouraged to seek after-school employment in

Point of View (continued)

his immediate neighborhood. These jobs may include running errands, cutting grass, cleaning sidewalks, caring for pets, delivering newspapers, or baby-sitting. Pupils may be encouraged to report on these work experiences to the class. In the classroom, these work experiences may be evaluated by the pupils and the teacher. Problems which confront pupils in these early work experiences may be used as a basis for learning some of the things expected of a worker.

At the junior high level, opportunities for firsthand job experiences become more numerous. Because of increased job opportunities, the teacher and school program should place more emphasis on the pupil's ability to work with others; his attitude toward accepting criticism; his deftness in handling materials; his punctuality; his personal appearance, courtesy, trustworthiness, and enthusiasm; and his interest in available jobs. In some school situations, positive work traits have been effectively developed at the early junior high level by giving the pupils an opportunity to operate the school supply store.

After the slow learner has successfully completed the work experience in the school store, he will be ready to assume an in-school job for pay. Such jobs as school lunchroom workers, kitchen helpers, dish washers, and cafeteria porters have been held successfully by more able slow learners in the junior high school. Discussions related to these work experiences provide a wealth of material for an extension of learning in many areas of living for all children enrolled in the classroom.

At the high school level, the work training program is expanded to include all pupils. The school program at the high school level attempts to provide a more extensive understanding of the elementary skills, habits, and attitudes associated with performing specific jobs. At this level, the work training program moves out of the school into the community for its source of work training experiences. The occupational training program becomes a four-phase operation consisting of classroom activities, job training, work experiences, and special occupational guidance sessions. In the classroom program at the high school level, primary emphasis is placed upon problems associated with becoming a wage earner, citizen, and parent. The work training area gives the pupil training in acquiring the elementary and basic skills needed in each of the following six work areas: food services, retail services, auto maintenance, office services, building maintenance, and home management and maintenance.

After the slow learner has completed satisfactorily several training areas of the program, placement on a job outside the school should be considered. Slow learners have worked successfully as janitorial assistants, stock boys, warehouse helpers, car washers, filling station attendants, cafeteria workers, aids in hospitals and homes for the aged, clerks in the five-and-ten-cent stores, and collators in printing offices.

The employer and school occupational co-ordinator co-operatively develop work situations in which pupils may acquire maximum benefits from a work

Point of View (continued)

experience. At the completion of each work assignment, employers are requested to rate pupil workers on a scale composed of items which are associated with employment success and failure. Ratings are used by the occupational co-ordinator and pupils to co-operatively evaluate the pupil's personal strengths and weaknesses. Individual guidance sessions and specific classroom experiences are planned which aid the pupils in overcoming weaknesses which may make future occupational adjustment difficult.

Experiences and problems which pupils meet in the performance of jobs may be used to expand understanding of workers' rights, responsibilities, and privileges. For example, withholding tax, Social Security, work regulations and rules, problems of getting along with others, good grooming, following directions, and budgeting one's income are just a few of the experiences handled in the classroom program that take on added and new significance when the pupil is confronted with these problems in a work situation. Through a well-developed occupational education program, most slow learners at the completion of school should be able to meet adequately the persisting life problem of earning a living. The school program that prepares the slow learner to become a self-sustaining and contributing member of society does both the pupil and the community a service.

General Outcomes for Group I - 6 through 9 Years

PREPARING FOR WORK

1. Begins to develop good work habits.
2. Begins to develop skill in use of simple tools and equipment.
3. Begins to care for tools, supplies, and work area.
4. Begins to work in groups.
5. Begins to observe that children differ in work performance.

CHOOSING AND GETTING A JOB

1. Begins to understand that most people work for a living.
2. Begins to know that people work at many different kinds of jobs.
3. Performs routine jobs in the classroom.
4. Can tell personal data.

UNDERSTANDING RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

1. Begins to understand that acceptance and performance of classroom jobs entail certain responsibilities.
2. Begins to see that classroom jobs are necessary.
3. Begins to understand that there are consequences if classroom jobs are not performed satisfactorily.
4. Begins to see some relationships between classroom jobs and adult jobs.

General Outcomes for Group II - 10 through 12 Years

PREPARING FOR WORK

1. Continues to develop good work habits.
2. Continues to develop skill in handling and caring for simple tools and equipment.
3. Continues to improve as a group worker.
4. Becomes conscious of conditions which affect his ability to work.
5. Begins to see relationship between work in school and work out of school.
6. Observes and begins to react favorably to physical, mental, personal, and social limitations and abilities that affect his work and the work of others.

CHOOSING AND GETTING A JOB

1. Understands that most people work for a living.
2. Appreciates and understands some of the responsibilities of community helpers.
3. Performs routine jobs inside and outside of the classroom.
4. Recognizes and performs jobs in the classroom without being directed to do them.
5. Knows how to tell, read, and write personal data.

UNDERSTANDING RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

1. Begins to understand why people work.
2. Knows some of the responsibilities that are involved in assuming a job.
3. Begins to realize some of the causes and consequences of unemployment.

PERSISTING LIFE PROBLEM #X. --

General Outcomes for Group III - 13 through 15 Years

PREPARING FOR WORK

1. Recognizes personal limitations which affect job choice, and attempts to improve or compensate for these limitations.
2. Continues to improve work habits.
3. Knows how to use and care for simple tools and equipment.
4. Assumes some responsibilities in group projects.
5. Has some knowledge of the attitudes and habits that will help him get along on the job.
6. Begins to get work experience within the school setting.
7. Relates present work with world of work.

CHOOSING AND GETTING A JOB

1. Begins to become aware of jobs he will be able to perform.
2. Knows about a variety of unskilled occupations.
3. Knows what part-time jobs he can perform outside of school, such as baby-sitting, delivering papers, cutting grass, or washing and polishing cars.
4. Knows how to ask for a part-time job.
5. Fills out simple job application forms.
6. Begins to have some understanding of why there are laws controlling employment.

UNDERSTANDING RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

1. Knows that workers have certain rights.
2. Has a Social Security card.
3. Knows that workers have certain responsibilities to employers.
4. Knows that he should obey the regulations governing his work certificate.
5. Knows some of the causes and effects of unemployment.

General Outcomes for Group IV - 16 through 18 Years

PREPARING FOR WORK

1. Evaluates self realistically when making a job choice.
2. Possesses attitudes and understandings that will help him get and keep a job.
3. Is an efficient worker.
4. Gains varied work experience in the on-the-job training program under school supervision.
5. Understands how to compute his pay check.
6. Knows that the school will help him solve job problems.

CHOOSING AND GETTING A JOB

1. Knows what jobs he can perform successfully.
2. Demonstrates ability to find jobs.
3. Applies for a job.
4. Takes part in employment interview.
5. Understands the factors which should be considered when choosing a job.

UNDERSTANDING RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

1. Understands some of the basic Social Security provisions.
2. Has some understanding of the Workmen's Compensation Act.
3. Has some understanding of unemployment compensation and how to apply for it.
4. Understands some of the basic advantages and disadvantages of joining a union.
5. Understands some of the basic provisions and benefits of hospital insurance plans.
6. Understands the major responsibilities of the worker to the employer.

LEARNING TO EARN A LIVING

Detailed Outcomes for Group I - 6 through 9 Years

PREPARING FOR WORK

1. Begins to develop good work habits.
    - a. Begins to follow directions when doing tasks.
    - b. Gets needed tools to do a task.
    - c. Begins a task promptly when directed.
    - d. Begins to accept correction.
    - e. Begins to work independently.
2. Begins to develop skill in the use of simple tools and equipment.
    - a. Uses paste and paint brushes appropriately.
    - b. Uses scissors.
3. Begins to care for tools, supplies, and work area.
    - a. Puts tools and supplies away when finished with them.
    - b. Conserves materials.
    - c. Cleans up after finishing a job.
4. Begins to work in groups.
5. Begins to observe that children differ in work performance.

CHOOSING AND GETTING A JOB

1. Begins to understand that most people work for a living.
2. Begins to know that people work at many different kinds of jobs.
    - a. Knows some of the jobs that grownups in the family do.
    - b. Knows some of the jobs that children can do.
    - c. Knows about people who work at school, such as janitor, cook, and nurse.
3. Performs routine jobs in the classroom.
4. Can tell personal data.
    - a. Knows his full name.
    - b. Knows his full address, city, and state.
    - c. Knows his age and birthdate.
    - d. Knows his father's and mother's names.

UNDERSTANDING RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

1. Begins to understand that acceptance and performance of classroom jobs entail certain responsibilities.
2. Begins to see that classroom jobs are necessary.
3. Begins to understand that there are consequences if classroom jobs are not performed satisfactorily.
4. Begins to see some relationships between classroom jobs and adult jobs.

LEARNING TO EARN A LIVING

Suggested Activities for Group I - 6 through 9 Years

PREPARING FOR WORK

Have children take part in planning daily class work, activities, and program with the teacher.

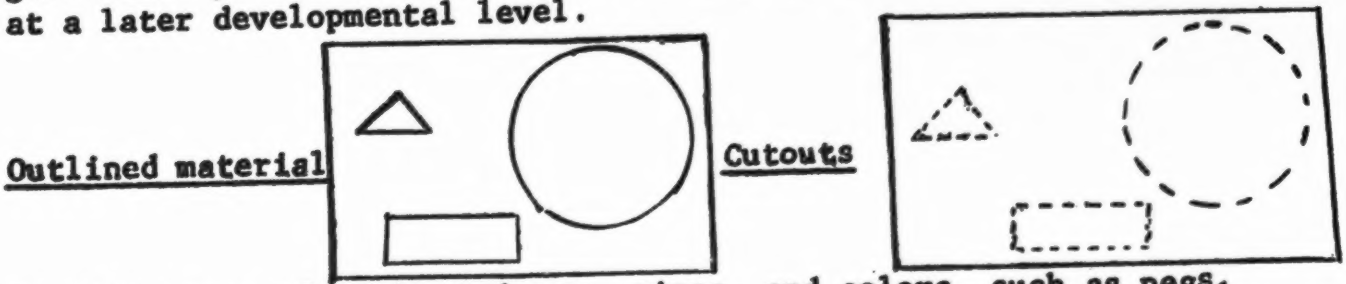
Provide opportunities to evaluate and check classroom work at the end of a designated period. Thus, children can begin to see the need for assuming individual responsibility for carrying a job through to completion.

Have pupils organize materials for a work situation. Assign children to distribute necessary materials, such as paper, crayons, pencils, and scissors, with a minimum of confusion.

Appoint a room helper for an assigned period. The helper may perform classroom tasks, such as aiding in the care of less capable children, carrying messages to the office, feeding and cleaning room pets, and taking care of room supplies, plants, and books.

Have children fill empty containers, such as egg cartons, empty spool boxes, and peg boards, with empty spools, various colored pegs, and artificial or papier mache eggs. This activity helps develop manual dexterity, speed, and packing skill needed for later jobs. It also gives children practice in following directions.

Construct posters by cutting out figures or geometric shapes. Match and paste the cutouts on the appropriate outlines appearing on separate paper. This activity will develop neatness, accuracy, and good hand-eye co-ordination needed for performing more complex tasks at a later developmental level.



Provide items of various shapes, sizes, and colors, such as pegs, buttons, wooden beads, screws, nails, bolts, and picture seals. Have children sort these items into containers, such as muffin tins or sectional boxes, according to size, shape, color, and kind. This sorting activity will develop the ability to perceive, comprehend quickly, carry out oral direction, make quick decisions, and be reliable. Children can be encouraged to work independently at this activity.

Give opportunities to learn to carry messages from the classroom to the office and other points within the school building. Children should be helped to notice familiar landmarks in their traveling and moving about. This technique will help them to travel more effi-

PREPARING FOR WORK (continued)

ciently and effectively. Traveling about effectively will be one of the skills needed to hold a job.

Have immature children learn to cut out duplicated forms and shapes. This activity will give immature children elementary practice in developing good hand-eye co-ordination, skill in using scissors, and practice in developing manual dexterity.

Establish a classroom rule which states that children must complete tasks they begin. For example, when a child takes out a puzzle in free time, have him complete the puzzle before he returns it.

Have children take an active part in room cleanup after an activity. They may clean paint and paste brushes, close jars, collect rulers and scissors, pass wastebasket, and sweep floor of work area.

Identify and tell why certain work characteristics are good; for example, "See children, Johnny put the lid on the paste jar."

Plan the procedure and make assignments for clean-up time.

Make and display a poster of work rules.

Make posters showing proper care of tools.

Make scrapbooks of animals, zoo, food, clothing, or family so that children may have added experiences in using equipment and tools such as scissors, crayons, paste, and pencils.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

CHOOSING AND GETTING A JOB

Plan a visit to the office of the school nurse or the school custodian. Have the class ask questions about what work these people do for the school.

Have children tell about at least one job for which they are responsible in the home.

Have children perform routine classroom tasks, such as arranging tables and chairs, picking up scrap paper, and organizing work tools at the end of a school day. Continue this activity until it can be done well without supervision.

Discuss what members of the household do for a living.

Talk about the kinds of work done by school employees, such as kitchen and dining room help, custodial help, truck drivers who accommodate the school, and policemen. Children should be helped to understand that all work is important to our way of life.

Write chart stories about the work of the nurse, the janitor, and members of the household.

Make scrapbooks about work people do, such as men working on trucks, on farms, and in factories.

Make a mural around the theme "People Work at Many Kinds of Jobs." This can be done by freehand drawings or by cutting and pasting appropriate pictures from magazines.

Have children make posters about jobs they can do in the home and at school.

Make a chart showing each child's birthday. This is preparation for filling out application blanks.

Make picture booklet called "All About Me." Have each child draw a picture of himself, his house, a birthday cake with as many candles on it as he is old, and a picture of his father and mother. Caption the pictures appropriately with his personal data.

Use different labels on the children's desks and chairs throughout the year. At one time use his full name; another time use his address; and another time use his birthdate. Knowledge of this personal data will be needed later in completing application blanks.

Play simple games in which knowledge or use of personal data is needed for participation.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

UNDERSTANDING RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

Talk about what happens when some assigned helper fails to perform his job.

Talk about what happens when adults fail to do their jobs correctly.

Discuss the duties of classroom workers.

Discuss the responsibilities of a good classroom worker.

Discuss the importance of starting a job on time, finishing a job, and checking to see if a good job was done.

Give children a chance to do a variety of classroom tasks throughout the year. Make a chart of classroom jobs. Use pictures when possible to show nature of a job. Have pockets in charts to insert name of child whose turn it is to perform his job.

Make a mural showing children performing classroom chores. Label the various children in the mural with names of children actually performing this task in the classroom.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO EARN A LIVING

Detailed Outcomes for Group II - 10 through 12 Years

PREPARING FOR WORK

1. Continues to develop good work habits.
   a. Tries to finish tasks on time.
   b. Takes pride in doing a good job.
   c. Begins to do simple planning.
   d. Asks questions when uncertain of work procedure.
   e. Asks for help when needed.
2. Continues to develop skill in handling and caring for simple tools and equipment.
3. Continues to improve as a group worker.
   a. Begins to share in simple planning.
   b. Begins to understand what is expected of him as a group leader or member.
4. Becomes conscious of conditions which affect his ability to work.
   a. Notices that physical conditions, such as clothing, light, ventilation, and temperature, affect work.
   b. Becomes aware of the effects of a cheerful attitude in a work situation.
5. Begins to see relationship between work in school and work out of school.
6. Observes and begins to react favorably to physical, mental, personal, and social limitations and abilities that affect his work and the work of others.

CHOOSING AND GETTING A JOB

1. Understands that most people work for a living.
   a. Knows that there are many kinds of jobs.
   b. Begins to understand that work is worth-while and necessary.
   c. Begins to understand that different kinds of jobs require different skills.
2. Appreciates and understands some of the responsibilities of community helpers.
   a. Knows some of the things the following people do: policeman, fireman, nurse, doctor, mailman, storekeeper, farmer, milkman, and teacher.
   b. Knows some of the reasons why these occupations are necessary.
3. Performs routine jobs inside and outside of the classroom.
   a. Has regular job in classroom, such as wastebasket monitor, board washer, or eraser cleaner.
   b. Begins to serve school by working as stair guard, safety cadet, or playground cadet.
   c. Performs routine jobs within home setting.
4. Recognizes and performs jobs in classroom without being directed to do them.
5. Knows how to tell, read, and write personal data.
   a. Writes full name.
   b. Writes address, city, and state.
   c. Writes date and place of birth.
   d. Writes mother's and father's names correctly.

LEARNING TO EARN A LIVING

Detailed Outcomes for Group II - 10 through 12 Years

UNDERSTANDING RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

1. Begins to understand why people work.
    a. Knows that people work to get things they want.
    b. Knows that people work to make things for others.
    c. Knows that people find satisfaction in work.
    d. Knows that people are paid for work.
2. Knows some of the responsibilities that are involved in assuming a job.
    a. Knows he is expected to complete an assigned job.
    b. Knows he is to try to do a job well.
    c. Knows he is to do a job according to directions.
3. Begins to realize some of the causes and consequences of unemployment.

LEARNING TO EARN A LIVING

Suggested Activities for Group II - 10 through 12 Years

PREPARING FOR WORK

Have children undertake a group project. The making of murals, decorating the classroom, or conducting a school campaign, such as the Junior Red Cross campaign, are examples of projects which may be done. Assignment of various jobs, discussion of procedures to be followed for the project, and the actual contributions of each member may serve as a valuable experience in group work.

Make a list of rules applying to group courtesy. Discuss why good group manners should be practiced.

Make gifts appropriate for holidays, birthdays, and special occasions. This activity affords the opportunity to correctly use tools such as rulers, scissors, punches, sewing tools, and molds.

Have children perform jobs for school. Children may perform such tasks as being hall monitors, safety guards, and operators of visual aids equipment.

Volunteer the services of the class for school jobs, such as collecting, stuffing, sealing, and stamping materials. Organize the jobs on an assembly-line basis. Through this activity, pupils can gain an appreciation of the need to co-operate, as well as develop manual skills.

Offer help to kindergarten classes for sorting toys and equipment. Have the pupils help organize the project and set a time for completion. Evaluate the job with the pupils for neatness, exactness, promptness, attitudes, and ability to follow directions.

Plan for community service projects, such as making tray favors for children's hospitals, making bookmarks for veteran's hospitals, and collecting pictures for hospital scrapbooks. These projects may be organized on an assembly-line basis so that operations are simple enough for every child to participate and develop skill.

Have class do simple jobs in the classroom. One such activity could involve having children bring in small cooking utensils from home and cleaning them with steel wool. Other such activities might include shoe polishing and removing pencil marks from desks. This activity should illustrate that time, effort, patience, and pride contribute to a job well done.

Develop procedures for various classroom jobs, such as distributing or collecting books and materials, arranging classroom furniture, and preparing for dismissal. Point out how time can be saved and difficulty avoided if these jobs are organized and everyone does his part.

PREPARING FOR WORK (continued)

Organize quiet relay games, such as passing a ping-pong ball held in a tablespoon. Stress the importance of co-operation.

Conduct group games, such as "Simon Says" and various forms of "Kim's Game." These types of games encourage listening and observation because they require the pupil to follow directions and develop co-ordination.

Encourage the pupils to play such games as "Jacks," "Hopscotch," and "Broom Hockey" in their leisure or relaxation periods. These types of games help develop co-ordination.

Have class practice arranging a work space before class engages in any activity. Instruct pupils to select chairs, tables, or desks of the proper height and size for the job to be done.

Divide the class into working groups for various activities. Assign a leader for each group. The teacher should use this activity to develop co-operative attitudes and to promote respect for leadership.

Talk about what would happen if a parent or worker forgot his tools.

Discuss the importance of coming to school on time.

Discuss the necessity of having school rules for tardiness and classroom requirements for pupils having proper working equipment. This discussion can be related to the demands that the pupil will face when he holds a job for pay.

Use a make-believe story to motivate discussion. Following is an example of a story that might be used'

> A bricklayer on a large job was standing idle. When asked by his boss why he was not working, he said his mortar was all gone. Just a few steps away was a board full of mortar.

What do you think the boss said and thought? What should the bricklayer have done to avoid this situation?

Use other stories with similar situations. Have the class decide what should be done or what good or poor work habits they see in the story.

Present and discuss situations which show the relationship between good work habits in school and those habits which help pupils to get and hold a part-time job.

Develop a skit showing how to ask for help when one does not under-

PREPARING FOR WORK (continued)

stand directions about the job that has been assigned to him.

Make a display of work tools used in the classroom. Label each tool with a caption which tells its proper and safe use.

Have each pupil keep a daily record related to work habits. Include such items as starting to work on time; completing all assignments; completing part of an assignment; and participating in cleanup. This record will afford pupils the opportunity to improve work habits.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO EARN A LIVING

Suggested Activities for Group II - 10 through 12 Years

CHOOSING AND GETTING A JOB

Have children assume the responsibility for individual classroom jobs. Children may evaluate their own work performance at the end of the work period.

Help children realize that neatness, promptness, and cheerfulness in performing classroom and other work responsibilities are stepping stones to success later in obtaining work. Talk about why these traits help to hold a job.

Appoint substitute classroom or school helpers when children regularly assigned to the jobs are absent.

Have children bring in simple forms, such as knothole cards, library cards, and scout applications. Use this experience to help children see the necessity for knowing how to write personal data.

Make and fill out classroom forms which include such personal data as address, phone number, name in full, date of birth, place of birth, names of mother and father, and name and location of school. Use these forms for the front page of each booklet or in filling out applications for classroom jobs.

Discuss the fact that there are not always enough jobs for everyone; and, in order to keep a job, one must meet and continue to satisfy certain conditions. Talk about the fact that failure to meet the requirements in the job will result in loss of employment.

Make a scrapbook showing the jobs of the pupils' parents or guardians.

Make a display of community helpers. Use as themes "These People Work Hard to Help Us" or "These Jobs Help Our Community in Many Ways."

Make a list of a number of jobs available to the workers who have limited educations. This list could include such jobs as orderlies, nurses' aides, street cleaners, carpenter helpers, janitors, painters, seamstresses, laundry workers, and truck drivers. Discuss some personality qualities needed to hold these jobs successfully.

Write stories about people who perform unskilled jobs. Stress the positive personality traits that these people must have to perform these unskilled jobs successfully.

Take trips to the neighborhood firehouse and other places of community interest which may help to develop an understanding of our community helpers.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO EARN A LIVING

Suggested Activities for Group II - 10 through 12 Years

UNDERSTANDING THE RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

Have pupils report to class about their after-school jobs for which they are paid, such as selling newspapers, sweeping a grocery, washing windows, baby-sitting, and hauling and carrying grocieries. Have pupils point out some of the habits and skills necessary for holding these jobs successfully.

Have a skit showing what might happen if a worker failed to do his part of a job.

Develop a skit which can illustrate the results of a worker's having superior work habits.

Talk about the importance of doing a job well.

Talk about the necessity of people working.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO EARN A LIVING

Detailed Outcomes for Group III - 13 through 15 Years

PREPARING FOR WORK

1. Recognizes personal limitations which affect job choice, and attempts to improve or compensate for these limitations.
2. Continues to improve work habits.
    - a. Follows simple directions.
    - b. Plans, begins, and completes tasks with a minimum of supervision.
    - c. Knows the importance of doing the best possible job.
    - d. Knows to ask for further explanation and help when in doubt.
    - e. Works independently at school tasks.
3. Knows how to use and care for simple tools and equipment.
4. Assumes some responsibilities in group projects.
    - a. Does his part as a group member.
    - b. Co-operates with other group members.
    - c. Sees and acts upon opportunities to help other group members.
5. Has some knowledge of the attitudes and habits that will help him get along on the job.
    - a. Knows the importance of reporting to work and school on time.
    - b. Knows the importance of getting along with fellow workers.
    - c. Knows the importance of using common courtesies.
6. Begins to get work experience within the school setting.
    - a. Runs movie projector and other visual aids equipment for school.
    - b. Works as a messenger and helper in school office.
    - c. Works as teacher's helper with young children.
    - d. Works in school supply store.
    - e. Works in school lunchroom.
7. Relates present work with world of work.
    - a. Knows the importance of getting work experience.
    - b. Knows doing a good job helps one get good recommendations and other jobs.

CHOOSING AND GETTING A JOB

1. Begins to become aware of jobs he will be able to perform.
    - a. Knows certain types of jobs require special training.
    - b. Begins to understand that educational limitations will require him to work at certain jobs.
2. Knows about a variety of unskilled occupations.
3. Knows what part-time jobs he can perform outside of school, such as baby-sitting, delivering papers, cutting grass, or washing and polishing cars.
4. Knows how to ask for a part-time job.
5. Fills out simple job application forms.
6. Begins to have some understanding of why there are laws controlling employment.
    - a. Knows how and where to get a work certificate.
    - b. Knows some of the restrictions controlling employment of minors.
    - c. Knows how and where to get a birth certificate.
    - d. Applies for and possesses a Social Security card.

Detailed Outcomes for Group III - 13 through 15 Years (cont'd)

UNDERSTANDING RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

1. Knows that workers have certain rights.
    a. Understands that he should be treated with courtesy and fairness.
    b. Realizes that he has a right to a fair wage.
    c. Realizes that he has a right to terminate his employment.
2. Has a Social Security card.
3. Knows that workers have certain responsibilities to employers.
    a. Knows workers should be loyal to employers.
    b. Knows workers are expected to do a satisfactory day's work.
4. Knows that he should obey the regulations governing his work certificate.
5. Knows some of the causes and effects of unemployment

LEARNING TO EARN A LIVING

Suggested Activities for Group III - 13 through 15 Years

PREPARING FOR WORK

Make a survey of jobs that the class can do within the school building, such as working in the school supply store, working in the school lunchroom, and being a custodian's helper.

Decide on definite tasks to be performed in the room and school, such as caring for the blackboard, watering flowers, dusting erasers, operating visual aids equipment, arranging chairs and tables, delivering mail and announcements, or acting as safety patrol. Assign tasks to individual children. Whenever possible, arrange to alternate tasks.

Practice filling out simple application forms for school jobs, after-school jobs, and jobs after the completion of school.

Make a list of rules on how to keep a job. This list should be based on the work experience of pupils in the class.

Figure the income of pupils in the class who have part-time work. Also, give children added practice in learning to compute wages by using hypothetical work experiences.

Talk about what happens to the work one is doing when he fails to co-operate with others on the job.

Discuss the consequences when one fails to report to school or for work on time.

Discuss the importance of being properly dressed for the type of work one is doing. This should include a discussion of being overdressed, underdressed, and neatly dressed for the purpose of the job.

Talk about the proper attitudes toward school authorities or the boss on a job. Discuss the results of improper attitudes.

Discuss hypothetical cases in which individuals failed to get jobs because of unsatisfactory recommendations.

Discuss how job experiences gained in school have helped pupils hold part-time jobs.

Develop skits showing proper dress, mannerisms, and personal conduct when applying for a job.

Develop a skit showing how one's attitudes toward a former employer can condition the possibility of getting a satisfactory recommendation.

LEARNING TO EARN A LIVING

Suggested Activities for Group III - 13 through 15 Years (cont'd)

PREPARING FOR WORK (continued)

Develop and post for reference a list of tips for a good worker.

Make a series of posters illustrating good work habits.

Post a list of good work habits. Have each individual evaluate himself at regular intervals using this list.

Make a folder entitled "Tips for On-the-Job Teen-Agers."

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHOOSING AND GETTING A JOB

Make a survey of the school and home neighborhoods to find out what jobs are available to pupils of junior high age.

Make regular surveys of want-ad columns in daily papers. Have class read and discuss these employment possibilities.

Take trips to various neighborhood businesses to see what job possibilities are available for pupils.

Have pupils make reports concerning their part-time jobs.

Have each pupil do a self-evaluation. Relate this evaluation to requirements for holding a job. Talk about the jobs that individuals are suited to hold at this particular time.

Compare the possible advantages or disadvantages of being employed on an hourly, weekly, or monthly basis.

Discuss how to find part-time jobs and how to apply for them.

Discuss and compile a list of part-time and summer jobs that the class knows junior high pupils are performing. Discuss how and when it is best to apply for these jobs.

Have each pupil make a list of three part-time jobs and explain why he thinks he could qualify for these jobs.

Have each pupil fill out simple application forms as part of the personnel practice of applying for the various school jobs.

Require each pupil to complete and keep a simple personal data sheet in his notebook. The data sheet should include such infor-

CHOOSING AND GETTING A JOB (continued)

mation as name, address, birthdate, place of birth, and parents' full names.

Acquaint pupils with the location of the local Social Security Office, and have them obtain Social Security cards.

Discuss the meaning of Social Security and the benefits derived from it.

Have pupils keep a notebook entitled "Jobs For Which I Am Suited." Use newspaper want-ad clippings to illustrate requirements for specific jobs. Have pupils indicate which requirements they can and cannot meet for each specific job.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

UNDERSTANDING THE RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

Take a field trip to the Work Certificate Office to acquaint pupils with location of the office and the procedures for getting a work certificate. Have an official discuss briefly some of the rules governing employment of children of school age.

Take a field trip to the Bureau of Vital Statistics for the purpose of becoming acquainted with the procedure for getting a birth certificate.

Discuss the importance of doing a job well.

Discuss what is meant by a good day's work.

Discuss the importance of being conscientious about your present job.

Discuss the meaning of the term "loyalty to our employer."

Discuss the dangers and legal involvements of not obeying the work certificate regulations.

Discuss how the employee should handle job situations where he thinks the boss has been unfair. Point out how the employee may endanger his employment by attempting to win a minor point.

Talk about how reasonable and tolerant the worker should be of the boss and vice versa.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

UNDERSTANDING THE RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER (continued)

Discuss the necessity for employees to understand clearly wage and hour agreements at the time of accepting a job. Point out how these agreements can prevent later problems.

Discuss why it is important for the employer-employee relationship to be a team or partnership attitude. Point out the problems that develop when this attitude is not present.

Plan and perform skits showing results of proper attitudes at work.

Present a skit showing the proper way to terminate employment.

Read and discuss pamphlets on regulations pertaining to working conditions and types of employment available for individuals under eighteen years of age.

Make a notebook divided into three sections: rights, benefits, and responsibilities of being a worker. Collect pictures that will illustrate specific workers' rights and responsibilities. For example, use a picture of a man punching a time clock; and under the picture, use the following statement: "Workers have the responsibility to report to work on time."

Have pupils compile a list of reasons why workers lose their jobs. Place the pupils in the role of the employer, and have them decide whether they would keep or fire the worker under the stated conditions.

Have each pupil compile a list of the minimum expectations he would have for a worker if he were the boss. Have each pupil discuss how well he would measure up to these expectations.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO EARN A LIVING

Detailed Outcomes for Group IV - 16 through 18 Years

PREPARING FOR WORK

1. Evaluates self realistically when making a job choice.
2. Possesses attitudes and understandings that will help get and keep a job.
   a. Appreciates and maintains a good school attendance record.
   b. Attempts to do his best in classroom work.
   c. Understands the importance of good personal and social traits in a worker.
   d. Realizes the importance of maintaining good physical condition and personal appearance.
   e. Appreciates and takes pride in personal work performance.
3. Is an efficient worker.
   a. Has some ability to plan a job.
   b. Works with minimum supervision.
   c. Seeks help when uncertain of work procedure.
   d. Completes work.
   e. Works efficiently in a group.
   f. Does all work to the best of his ability.
   g. Uses and cares for tools and equipment skillfully.
4. Gains varied work experience in the on-the-job training program under school supervision.
   a. Takes part in on-the-job training within school setting.
   b. Works at part-time placement outside of school.
   c. Takes part in co-op work program.
5. Understands how to compute his pay check.
6. Knows that school will help him solve job problems.

CHOOSING AND GETTING A JOB

1. Knows what jobs he can perform successfully.
   a. Has understanding of his abilities and limitations.
   b. Understands that because of his limited skill and educational achievement he will usually need to work at semi-skilled jobs.
   c. Understands the importance of matching abilities to job requirements.
2. Demonstrates ability to find jobs.
   a. Uses want ads in daily newspapers.
   b. Uses public employment services.
   c. Is aware that private employment agencies can help him find a job.
3. Applies for a job.
   a. Contacts plants and businesses that have jobs he can do.
   b. Locates personnel office.
   c. Fills out job application form.
4. Takes part in the employment interview.
   a. Conducts self properly during the interview.
   b. Dresses and grooms appropriately for the interview.
   c. Knows how to "sell" self to employer.

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

CHOOSING AND GETTING A JOB (continued)

5. Understands the factors which should be considered when choosing a job.
    a. Is aware that long-term employment is usually better than seasonal employment.
    b. Knows that wages are not always the most important factor in choosing a job.
    c. Knows one should consider fringe benefits when choosing a job.

UNDERSTANDING RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

1. Understands some of the basic Social Security provisions.
    a. Knows how and where to get a Social Security card and replacement.
    b. Knows Social Security deductions are made from pay checks.
2. Has some understanding of the Workmen's Compensation Act.
3. Has some understanding of unemployment compensation and how to apply for it.
4. Understands some of the basic advantages and disadvantages of joining a union.
5. Understands some of the basic provisions and benefits of hospital insurance plans.
6. Understands the major responsibilities of the worker to the employer.
    a. Knows why he should report to work regularly and on time.
    b. Knows what he should do in case he cannot report to work.
    c. Knows he should do a good day's work with or without supervision.

LEARNING TO EARN A LIVING

Suggested Activities for Group IV - 16 through 18 Years

PREPARING FOR WORK

Give pupils an opportunity to work in a number of jobs in the job-training areas of the school program. Use a rating scale to evaluate the performance of the pupils in each training area. Use the results of the rating scale for individual evaluations concerning employment possibilities.

Have pupils plan personal activities that will strengthen their individual weaknesses which tend to reduce employment possibilities. The results of the rating evaluations may be used as a point of departure for this activity.

Visit local industries to observe kinds of work available; what a work situation demands of an employee; and precautions that the employee and employer take to safeguard individuals. Use this trip as a basis for discussion on return to class.

Have pupils who are working on part-time assignments report to class about their working experiences. The report can include such things as what the job entails; what problems the pupil faces; how he solves certain problems; and what aspects of the job were difficult for him.

Develop role-playing situations centered around what one does during an interview. Have class evaluate the participant's technique in an interview situation.

Have lunchroom manager talk to the class about the desirable traits of pupil employees. Also have him talk about some of the things that cause the pupils to be unsuccessful in their lunchroom work experiences.

Discuss why employees should work when the boss is not around.

Discuss what employees should do when they do not understand their duties.

List problems that pupils meet in their work situations. Use these problems as a basis for class discussion. Have the class decide what should have been done and what could be done to avoid similar problems.

Talk about the concept of the importance of work. Have children develop reasons why each job they perform is important to society.

Discuss the importance of dress and appearance in holding a job.

Develop a skit showing how to ask for information when the instruc-

PREPARING FOR WORK (continued)

tions are not clear.

Make a display of proper dress and grooming for various types of jobs, such as attire for nurses' aides, baby sitters, lunchroom helpers, elevator operators, and janitors.

Make a display around the theme "Jobs That We Can Do." Use pictures to depict the kinds of jobs that pupils can do. Under each picture list why this job is important and what personal qualities the job will require.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHOOSING AND GETTING A JOB

Use the help-wanted section of the newspaper for locating job possibilities. The group can discuss the following topics: "Do I have the Qualities to Hold This Kind of Job?"; "Where Would I Go to Find the Job,"; "How Could I Get to the Place of Employment?";and "What Are Some of the Things That I Should Ask My Employer Before Accepting the Job?"

Fill out various application forms. Identify and discuss the meaning of terms such as references, citizenship, referred by, previous permanent address, and reasons for leaving last employment.

Bring newspaper want ads to class. Have individual pupils select specific jobs for which they would like to apply. On the following day, have pupils come to class appropriately dressed and prepared for make-believe interviews for the jobs they have chosen. Have the class evaluate each pupil's individual performance in the make-believe job interview. Use the basis of this experience to help pupils improve their job interview techniques.

Take a field trip to a local factory. Here the class may look for job opportunities. A factory guide may point out jobs which require minimul skill. The factory guide may also take the class through the procedure of applying for a job. If possible, have the director of personnel conduct an interview with one of the pupils.

Visit a private employment agency. Here the class may obtain information concerning the types of jobs they have to offer, the cost to the employee for placement, and terms for payment.

Discuss how to find a job.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

CHOOSING AND GETTING A JOB (continued)

Discuss the importance of having a reputable list of references.

Discuss the proper dress when applying for a job.

Discuss the qualities of a good worker.

Discuss the importance of a job seeker registering at the Ohio State Employment Service.

Have pupils make a detailed study of some jobs they think they can do. Include the following in the study of the employment outlook for beginning employees: wage and hours, working conditions, job skill requirements, and availability of jobs in this area.

Explore the advantages and disadvantages of using a private employment agency.

Make a comparison of the advantage of having a long-term job, seasonal employment, and piece work. Discuss whether wages are the most important thing to consider when accepting a job.

Discuss Social Security benefits.

Make a job directory. List pay rates and benefits of various jobs found in the daily newspaper.

Make a classroom directory of the places family and friends work.

Develop a skit showing how to apply for a job.

Use short skits to show proper attitudes of the employee toward the employer, such as promptness, accepting criticism for mistakes made, respect for the employer's position, and respect for the employee's job.

Use check lists of interests and abilities in planning job choices.

Invite the personnel manager of some business establishment or local hospital to visit the class and discuss job possibilities in his area.

Have pupils compile and keep a personal data sheet, including references and work experiences.

Have pupils role-play job interview situations.

Have pupils find suitable help-wanted advertisements and write letters of application.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

CHOOSING AND GETTING A JOB (continued)

Discuss the source of information for finding job prospects. Stress the importance of telling relatives, friends, and acquaintances that you are seeking a job.

Have each pupil list his weak and strong points. With this list as a base, have him select several possible jobs he could do.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

UNDERSTANDING THE RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER

Use arithmetic problems to show how to compute various deductions, such as income tax, city tax, and other payroll deductions.

Visit the local Social Security office. Those individuals not having cards may fill out an application for a Social Security card for permanent use.

Visit the local office of unemployment compensation. Find out when one is eligible for such compensation and how to apply for it.

Fill out short form tax returns in class. Use the pupil's withholding tax statements to supply the data for completion of the short form tax return.

Discuss the meaning of taxes and the benefits that are derived from paying taxes.

Discuss the need for and benefits of Social Security.

Discuss some of the benefits of Workmen's Compensation.

Discuss the role and responsibilities of the boss. Point out how this role influences the boss's behavior in the work situation.

Discuss the rewards of work other than pay. Be sure to include the feeling of pride, the pleasure of being occupied, and the contribution to society.

Discuss what unions do for their members.

Talk about some benefits derived from carrying insurance.

Discuss what happens when people neglect to file and pay their income taxes.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

UNDERSTANDING THE RESPONSIBILITIES, RIGHTS, AND BENEFITS OF THE WORKER (continued)

Discuss why and how we pay city income tax.

Make a chart to show what happens to the dollar one earns as a result of deductions.

Develop a display on themes such as "A Worker and His Rights," "Your Responsibilities As a Worker," and "What You Owe Your Employer."

Invite representatives from the Ohio State Employment Service to visit the class to discuss various types of compensations for which workers are eligible under certain conditions.

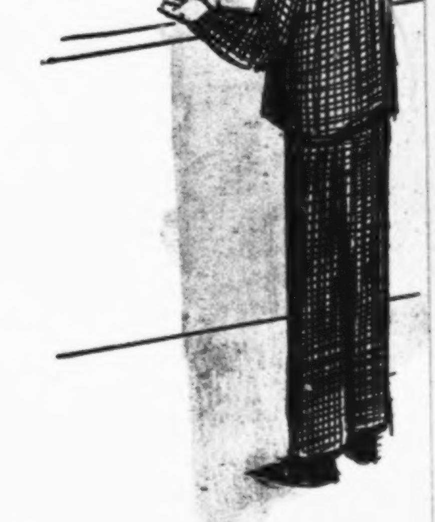
Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHAPTER XIV

Persisting life problem # 11

Learning to manage money

"...Money is like a sixth sense without which
you cannot make a complete use of the other five."
William Somerset Maugham



CHAPTER XIV. PERSISTING LIFE PROBLEM #XI.

LEARNING TO MANAGE MONEY

INTRODUCTION

Definition

Learning to manage money is a persisting life problem which involves the acquisition of essential habits, attitudes, skills, and understandings necessary for budgeting, investing, and saving one's income; and in gaining the maximum advantages from expenditures.

Point of View

Meeting and solving the many and complex problems of money management is among the most important activities in which the slow learner engages. As an adult, his well being and that of his family will depend not only upon his ability to earn a living but upon his ability to manage his income wisely. It will determine, in part, his residence, standard of living, the luxuries he can afford, and the kind and amount of recreation that are provided for his family. In essence, his and his family 's welfare, present and future, will depend largely upon his ability to manage his money wisely.

In order to help effectively the slow learner to acquire skills to manage his money wisely, the school program must recognize a number of specific problems that he will encounter.

Learning the skills associated with wise buying is a major problem. Slow learners generally experience difficulty in learning the techniques of short and long term-planning as they relate to buying. In particular, it is usually difficult for the slow learner to anticipate purchasing needs far enough in advance to make use of sales, shopping techniques, and marketing conditions which affect the price of items purchased. It is not unusual for slow learners to delay buying an item until a critical need is apparent. Experience has shown that many slow learners live from day to day, often giving little thought to future needs. These kinds of living and buying habits are wasteful and costly. Therefore, a major concern of the school program is providing experiences which help the slow learner develop the skills needed to buy wisely.

Another major difficulty confronting the slow learner involves meeting the many problems associated with financing. Often the slow learner has difficulty in understanding that any form of borrowing entails the obligation of paying back. A particularly difficult concept for most slow learners to understand is that the purchaser who buys on time must pay for this privilege in the form of interest and that this kind of financing costs the purchaser additional money. Also, it is important that the slow learner be taught the value of a good credit rating and how this can be maintained.

Point of View (continued)

Learning to understand, handle, and resist high pressure advertising and salesmanship is another problem which the slow learner faces. This problem has become more pronounced with the increased emphasis on advertising through the media of television, radio, newspapers, and magazines.

Daily the slow learner is confronted with many specific applications of high pressure advertising and salesmanship. For example, the slow learner is faced with such situations as the door-to-door salesman who sells books, magazines, and household wares for which the slow learner has little use. He will need to be taught how to say "no" in such situations.

Often the slow learner buys articles that are not needed because flamboyant advertising has created the impression that he is getting a bargain. He needs to realize that no buy is a good buy unless there is a personal need for the article.

All people, and especially slow learners are faced with the problems of budgeting. The slow learner, because of the nature of his defect, faces a number of specific problems related to budgeting.

First, he needs help in understanding the general concept and meaning of budgeting.

Because the slow learner frequently does not see beyond his immediate needs, he often experiences difficulty in seeing the necessity for budgeting. In order to help him realize the necessity of budgeting, it must be pointed out that he cannot possibly spend more than is earned if trouble is to be avoided. Once the slow learner accepts this fact, the teacher may then begin to help him plan his expenditures within the framework of his fixed income. When he recognizes the necessity for budgeting, he can be helped to see that a budget can help him meet emergencies and acquire needed items.

Due to his mental limitations, the slow learner often fails to see cause and effect. This is especially noticeable in his failure to plan for his future security and for such situations as accidents, sickness, or death. It becomes the task of the school to help him understand insurance and the value it will have to him and his family in cases of unexpected emergencies. He needs to know that car, health, and life insurance represent a method of budgeting, a way of saving, and a means of providing for his future security.

The keeping of records is a problem which is also associated with the wise use of money. The slow learner has difficulty in seeing the need for this time-consuming project. He needs help in understanding that by keeping a record of expenditures he can avoid overspending his income. Due to his lack of insight, he may easily become a victim of unscrupulous individuals with whom he has contact. Therefore, he needs to be taught

Point of View (continued)

that he should keep receipts and canceled checks as a safeguard.

The slow learner often fails to understand values related to food, time, property, and money. He frequently fails to understand that wasting food and time has an indirect bearing on family income. Because he is usually a follower, he is sometimes subject to influences which involve him in the needless destruction of public or private property. The school program must teach him that time is money, and money is income which can lead to a more comfortable life. The school program must also show him that wasting food or destroying property will cost him money directly or indirectly.

Entering into agreements which involve long-term investments with legal implications can become a major problem for the slow learner throughout his adult life. The slow learner has difficulty in understanding abstract ideas and complicated language forms often found in contracts. He has limited ability in seeing the implications of business transactions which involve contractual obligations. He will be involved, at some time during his adult life, in buying an automobile, a home, or some household equipment or furnishings which will require him to sign a legal agreement. He usually cannot be expected to acquire skills which are sufficient to insure his complete understanding of a legal agreement. The school should help him meet this problem by pointing toward the pitfalls which he may encounter if he does not look toward reputable people for guidance in financial matters of this nature. The school program should do all in its power to help the slow learner understand that the local banker, his minister, or lawyer should be looked to for advice before he enters into any agreement which requires him to sign papers which he cannot easily read or understand.

In summary, the school program should recognize that it has an obligation to give the slow learner assistance and guidance in developing the skills related to handling the many and varied problems of wise buying, financing, insurance, keeping records, and budgeting. The degree to which the slow learner is helped to acquire skills in solving these problems will to a large measure determine his efficiency in managing money wisely when he becomes a wage earner.

PERSISTING LIFE PROBLEM #XI. --

General Outcomes for Group I - 6 through 9 Years

HANDLING AND SPENDING MONEY

1. Identifies some coins and bills.
2. Begins to handle and care for small sums of money.
3. Begins to understand that many things cost money.
4. Begins to make small personal purchases unsupervised.

BUDGETING

1. Begins to take part in planning expenditures for classroom activities.
2. Begins to plan how to spend money.

SAVING, INVESTING, AND BORROWING

1. Begins to understand that one must return borrowed money.

General Outcomes for Group II - 10 through 12 Years

HANDLING AND SPENDING MONEY

1. Knows the names and values of coins and small bills.
2. Takes responsibility for handling small sums of money.
3. Begins to understand that similar articles may differ in price and value.
4. Begins to make small purchases with a growing awareness of purpose, value, cost, and selection.

BUDGETING

1. Takes active part in planning minor classroom purchases.
2. Begins to budget personal monies.

SAVING, INVESTING, AND BORROWING

1. Knows that one must return borrowed money.
2. Begins to save money for specific purposes.

General Outcomes for Group III - 13 through 15 Years

HANDLING AND SPENDING MONEY

1. Begins to handle coins and bills efficiently.
2. Takes personal responsibility for handling and caring for money.
3. Begins to understand simple purchasing principles.
4. Makes purchases with an awareness of purpose, value, cost, and selection.

BUDGETING

1. Takes active part in the planning of budgets for classroom and club activities.
2. Understands the meaning, necessity, and technique of personal budgeting.
3. Knows that families must plan and control expenditures.

SAVING, INVESTING, AND BORROWING

1. Begins to understand borrowing and credit buying.
2. Understands how and why people save money.
3. Begins to understand that waste and destruction cost time and money.
4. Begins to understand some banking activities.

General Outcomes for Group IV - 16 through 18 Years

HANDLING AND SPENDING MONEY

1. Handles money efficiently.
2. Knows how to take care of money.
3. Practices sound basic purchasing principles.
4. Selects and buys economically for self and others.

BUDGETING

1. Understands elementary principles of group budgeting.
2. Budgets personal income effectively.
3. Knows how to construct a family budget.

SAVING, INVESTING, AND BORROWING

1. Understands borrowing and credit buying.
2. Knows how people save systematically.
3. Knows the relationship between waste, destruction, time, and money.
4. Knows how to use a bank.
5. Has some understanding of insurance.

LEARNING TO MANAGE MONEY

Detailed Outcomes for Group I - 6 through 9 Years

HANDLING AND SPENDING MONEY

1. Identifies some coins and bills.
   a. Knows the names of some coins and a dollar bill.
   b. Begins to have some understanding of the relative value of coins, such as penny, nickel, and dime.
2. Begins to handle and care for small sums of money.
   a. Cares for own lunch and transportation money.
   b. Knows that money should be left with teacher when engaged in play.
3. Begins to understand that many things cost money.
   a. Begins to understand that articles may differ in price.
   b. Begins to develop simple concepts of relative cost; for example, that coats cost more than socks.
4. Begins to make small personal purchases unsupervised.
   a. Buys candy, ice cream, and novelties at neighborhood store.
   b. Makes simple purchases of one or two food items at a neighborhood store.
   c. Knows that certain kinds of items are purchased at certain kinds of stores.

BUDGETING

1. Begins to take part in planning expenditures for classroom activities.
2. Begins to plan how to spend money.

SAVING, INVESTING, AND BORROWING

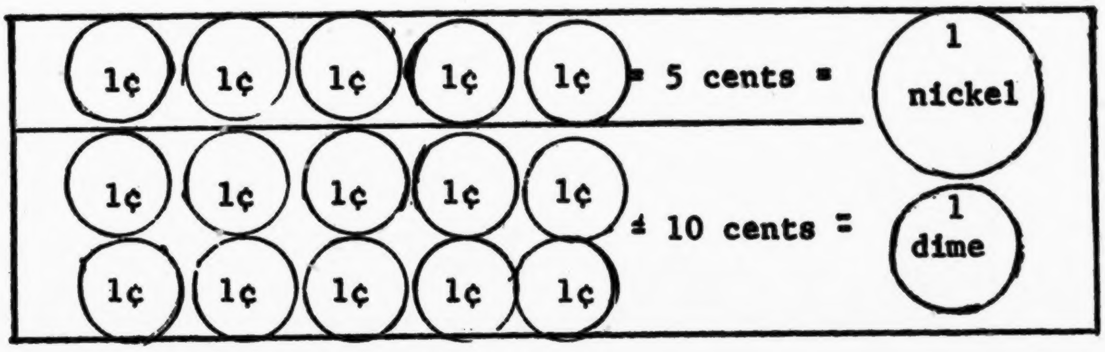
1. Begins to understand that one must return borrowed money.

LEARNING TO MANAGE MONEY

Suggested Activities for Group I - 6 through 9 Years

HANDLING AND SPENDING MONEY

Develop a display to help children understand the comparative value of small coins. For example:



Play games which help develop an understanding of the comparative value of small coins. For example, one dime is equal to how many pennies? How many nickels make a quarter? Which will buy more, a quarter or two dimes?

Discuss the purchase of a stamp needed to mail a card or note. Give a coin to a child. Help the class understand the value of the coin, the cost of the stamp, and the amount of change the child purchasing the stamp should receive. Take a walk to the neighborhood post office and have the appointed child purchase the stamp and mail the card. Upon returning to the classroom, re-enact the situation.

Discuss ways of handling money safely in school. Talk about the advantages of children leaving their money with the teacher. Discuss some of the safeguards each child should employ when assuming responsibility for his money.

Encourage children to assume the responsibility for handling and spending their own money on such occasions as class visits to the zoo, circus, and at school functions.

Take a trip through a shopping area near the school. Point out items found in the various stores. Discuss the fact that different stores sell different kinds of items.

Have children make individual scrapbooks of items which may be purchased for various amounts of money. Pages in scrapbook may be titled, "Things I Can Buy for a Penny" or "Things That a Nickel Will Buy."

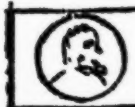
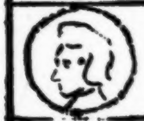
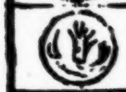
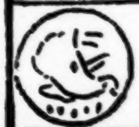
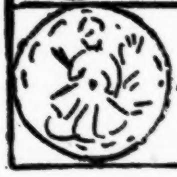
Involve several children in counting the daily lunch money collection, thus providing an additional opportunity for children to handle and count money.

LEARNING TO MANAGE MONEY

Suggested Activities for Group I - 6 through 9 Years (cont'd)

HANDLING AND SPENDING MONEY (continued)

Make a chart using pictures, coins, or play money to illustrate the various denominations of coins. Identify each coin with its name and value.

	1¢	penny
	5¢	nickel
	10¢	dime
	25¢	quarter
	50¢	half dollar

Construct a play store or post office in the classroom. Empty food containers, toys, school supplies, papier-mache fruits and vegetables, and other items may be used to stock the store. Prices should be assigned to various items in the store. Have the pupils make purchases from the store with a given amount of play money. This activity gives children an opportunity for spending, counting money, and making change. Initially the activity will need to be carried on under close supervision. Later, as the children become familiar with the activity, many may use the store during free time, thus reinforcing their concepts.

Give children an opportunity to sort coins according to denominations. This is a beginning activity in learning to identify coins by name, value, size, and appearance.

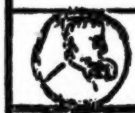
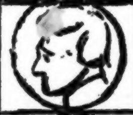
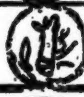
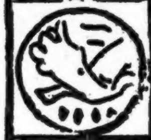
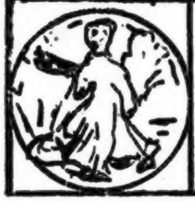
Make a coin identification game which permits the pupils to match the coin facsimile with its appropriate number and word symbol. See the illustration on the following page.

This game may be made more complex by combining two similar or different coins in the coin column. Matching cards should correspond to the coins in the coin column.

LEARNING TO MANAGE MONEY

Suggested Activities for Group I - 6 through 9 Years (cont'd)

HANDLING AND SPENDING MONEY (continued)

COIN	HOW MUCH	NAME
		
		
		
		
		

MATCHING CARDS	
1¢	cent
5¢	nickel
10¢	dime
25¢	quarter
50¢	half dollar

Make a game consisting of from twenty-five to fifty cards with various amounts of money written upon the face of the card. Provide a box of coins of various small denominations to cover any amount written upon the face of the cards. The game is played by having each child take a turn in drawing a card and then counting the money to equal the amount on the card.

Develop through incidental conversation, discussion, and situational experiences the beginning concepts that various items have different monetary value. At this level, children will begin to recognize that some things cost more than others. This concept will usually be related to quantitative rather than qualitative differences at this level. For example, children will understand that two apples cost more than one apple.

Designate a box on the teacher's desk as the "Bank Box" for safe keeping of daily spending money. Each child writes his name and the amount of money on a deposit slip. The slips and the money are kept at the "bank" until lunch time.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group I - 6 through 9 Years (cont'd)

BUDGETING

Make a list of the snack items sold in the lunchroom. List the corresponding prices. Help children estimate and learn how many of these items they can purchase with their money.

Plan a class party. Decide on a plan for acquiring the necessary funds. Select a committee to plan purchase of cookies, juice, or milk. Through class discussion determine how much should be collected and spent for various items. From this experience, children may make a beginning in learning to plan and spend within a fixed amount.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

SAVING, INVESTING, AND BORROWING

Initiate a money saving project for a class excursion, party, or an assembly program. Compare the amount saved with the amount required for the project.

Discuss with individual children the necessity of paying back money borrowed for an emergency from their teacher. Children at this level can be helped to begin to understand that money borrowed must be repaid.

Discuss the effects of waste. Partially eaten lunches, careless treatment of clothing, destructive handling of school equipment, and extravagant use of school supplies are situations which may be used to develop an elementary understanding of the seriousness of waste.

Make individual savings envelopes for a special event. Encourage the children to save small amounts of money until a predetermined goal is reached. Each time a deposit is made, the date and amount are written on the envelope. The envelope system may also be used for repaying a debt.

Design a two section mural. In the first section display school essentials such as lunch, transportation, pencils, paper, and crayons. In the other section display nonessentials such as snacks, toys, and trinkets. Use the display for a discussion concerning the necessity of providing for essential expenditures.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO MANAGE MONEY

Detailed Outcomes for Group II - 10 through 12 Years

HANDLING AND SPENDING MONEY

1. Knows the names and values of coins and small bills.
    a. Can count the exact amount of money needed for making a purchase for less than a dollar.
    b. Knows the relative values of coins.
    c. Begins to be able to make change.
2. Takes responsibility for handling small sums of money.
    a. Uses personal money for designated purposes.
    b. Takes care of personal money without losing it.
    c. Spends money as directed when sent on errands.
3. Begins to understand that similar articles may differ in price and value.
    a. Has some understanding of the relative cost and value of items.
    b. Begins to understand that two items cost more than one item and that the larger quantities of any item would cost more.
4. Begins to make small purchases with a growing awareness of purpose, value, cost, and selection.
    a. Buys school supplies.
    b. Begins to make simple choices in cafeteria or restaurant.
    c. Buys gifts occasionally.
    d. Buys small personal items of clothing.
    e. Knows where various items can be purchased.

BUDGETING

1. Takes active part in planning minor classroom purchases.
    a. Helps in group planning of expenditures for a class party or picnic.
    b. Plans personal expenditures for class trips.
2. Begins to budget personal money.

SAVING, INVESTING, AND BORROWING

1. Knows that one must return borrowed money.
2. Begins to save money for specific purposes.

LEARNING TO MANAGE MONEY

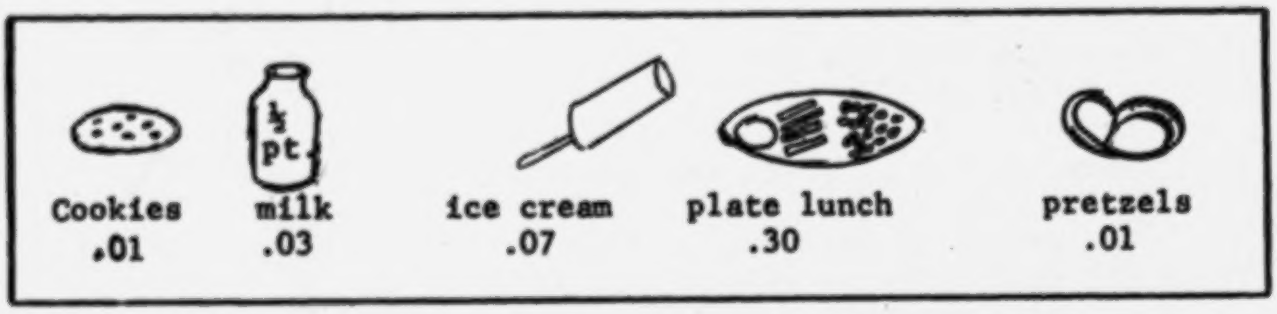
Suggested Activities for Group II - 10 through 12 Years

HANDLING AND SPENDING MONEY

Provide situations in which pupils may experience counting real money in the classroom. This may be done when taking lunch orders each morning, purchasing savings stamps or tickets for school activities.

Have each child plan his lunch, compute the cost, and decide whether he has sufficient money to purchase the selected lunch.

Develop a bulletin board display showing the relative cost of various foods. Use this display to help children understand and compute the cost of lunches.



Help each child plan a satisfactory way of safeguarding his money. Evaluate the plan with the child.

Plan a trip to a neighborhood store to purchase individual gifts for a special occasion. Discuss the amount to be spent and list some appropriate gifts. After making the trip, evaluate how well the money was handled and spent.

Collect restaurant menus. Dramatize going to a restaurant. Have children purchase a meal within a designated cost. The customer should place the order, the waitress compute the bill, and the cashier determine the amount of change.

Make a chart showing comparative value of coins. Illustrate the fact that the same amount of money can be derived from different combinations of coins, such as twenty-five cents can be two dimes and one nickel or one dime and three nickels.

Play "grocery store." Use real money. Have pupils plan and make purchases, compute costs, and determine change.

Discuss the importance of children spending money only as directed. Cite examples, such as a child going to the store for his mother and spending the change without permission or buying more cookies than directed.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

HANDLING AND SPENDING MONEY (continued)

Using a grocery store advertisement from a daily newspaper, select certain items and have pupils determine which coins they would use if they were purchasing advertised products.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

BUDGETING

Assign committee members to purchase necessary items for a picnic, a party, or an excursion. This will afford class members the opportunity to plan expenditures within a given sum of money.

Talk about the importance of saving money for special occasions, such as Zoo Day or the school carnival.

Discuss beginning concepts associated with budgeting. Initially the concept of budgeting should be explained as a plan for using wisely one's time, money, and material.

Develop charts which illustrate simple concepts of budgeting time, materials, and money.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

SAVING, INVESTING, AND BORROWING

Discuss and organize a plan for lending small amounts of money to meet emergency situations. The pupil should be helped to understand that money borrowed must be repaid.

Talk about how money is wasted when children destroy or deface property. To dramatize the problem, the cost of repair should be associated with items that the children value. For example, the cost of a window replacement would buy many ice cream bars.

Organize a classroom bank to handle savings for a specific purpose, such as a class picnic.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO MANAGE MONEY

Detailed Outcomes for Group III - 13 through 15 Years

HANDLING AND SPENDING MONEY

1. Begins to handle coins and bills efficiently.
   a. Counts the exact amount of money needed for making a purchase.
   b. Knows the relative value of coins and bills.
   c. Makes change accurately.
2. Takes personal responsibility for handling and caring for money.
   a. Carries money in billfold or purse.
   b. Carries enough money to meet his estimated daily needs.
   c. Begins to understand that one should avoid carrying excessive amounts of money.
3. Begins to understand simple purchasing principles.
   a. Begins to consider economy in making purchases.
   b. Begins to distinguish between needs and wants.
4. Makes purchases with an awareness of purpose, value, cost, and selection.
   a. Selects and buys some clothing and accessories.
   b. Selects cafeteria lunch.
   c. Decides how to spend personal recreation money.

BUDGETING

1. Takes active part in the planning of budgets for classroom and club activities.
2. Understands the meaning, necessity, and techniques of personal budgeting.
3. Knows that families must plan and control expenditures.

SAVING, INVESTING, AND BORROWING

1. Begins to understand borrowing and credit buying.
   a. Begins to know the advantage of paying cash.
   b. Begins to know the advantages and disadvantages of buying on time and using lay away plan.
   c. Begins to understand the meaning of interest.
2. Understands how and why people save money.
   a. Saves money for specific purposes.
   b. Saves systematically.
3. Begins to understand that waste and destruction costs time and money.
   a. Begins to understand the need for gainful use of time.
   b. Knows that there is a relationship between waste, destruction, and money.
4. Begins to understand some banking activities.
   a. Knows how to cash checks.
   b. Knows how to deposit and withdraw money.

LEARNING TO MANAGE MONEY

Suggested Activities for Group III - 13 through 15 Years

HANDLING AND SPENDING MONEY

Have pupils participate in the operation of a class or school supply store. This will provide the pupils with experiences in handling money, knowing the relative values of coins, and counting change quickly and accurately.

Use the school's store records of purchases and sales to develop the concepts of profit and loss.

Assign pupils to work in the school supply store, sorting, counting, and arranging the supply store receipts. Develop a system which aids in the performance of the operation. For example, arrange to have pennies, nickels, and dimes in stacks of ten. These stacks are then regrouped in amounts equal to one dollar.

Discuss the advantages of carrying limited sums of money.

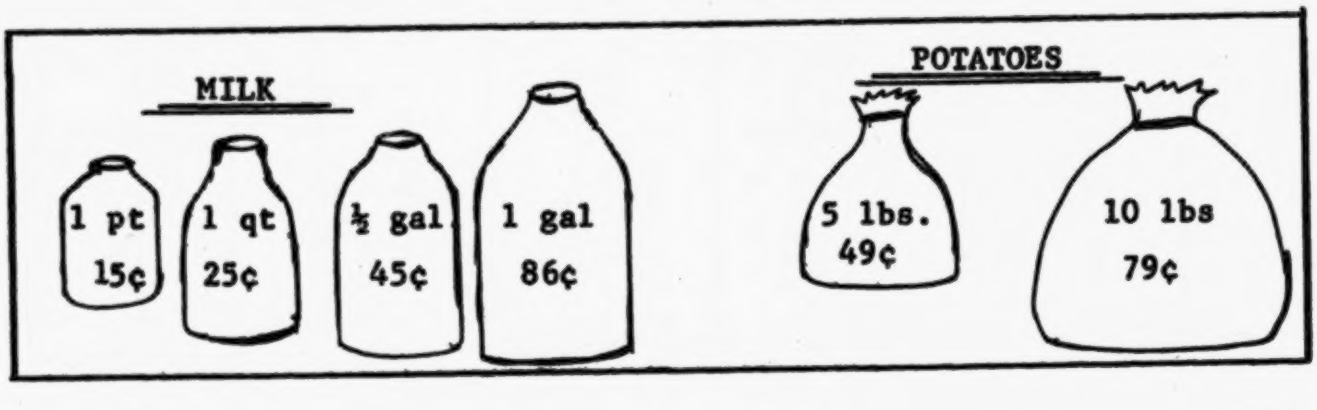
Plan and conduct class trips, parties, and club meetings. Help the class establish committees for such projects. Encourage the class to plan each activity, collect the necessary money, and budget the expenditures carefully. Through such experiences pupils will develop an understanding of how to plan and spend money wisely for group activities.

Post school lunch menus in the classroom. Have pupils select a lunch within the amount of money they have to spend, total the cost, and compute how much change they will receive.

Develop a chart showing daily food expenditures for each pupil. Have each pupil total the cost of his lunches on a weekly and monthly basis.

Take a trip to a clothing store in the neighborhood. Help pupils understand that varying prices attached to similar items may reflect a quality difference. Help pupils understand that price is determined by many factors, such as quality, quantity, and style.

Develop a display comparing the cost of various quantities of the same item, for example:



LEARNING TO MANAGE MONEY

Suggested Activities for Group III - 13 through 15 Years (cont'd)

Talk about the fact that while larger amounts cost more, a savings may be effected by buying in larger quantities. Stress that this concept is true only if spoilage and waste do not occur.

Use advertisements from the daily newspapers to help pupils estimate the cost of feeding and clothing a teen-ager for a period of time. Help pupils understand that food and clothing are basic expenditures.

Discuss the procedure involved in paying gas, electric, and department store bills.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

BUDGETING

Encourage class discussions concerning the need for budgeting. Give attention to the benefits a family may realize by practicing budgeting. Point out that a major result of budgeting is freedom from anxiety.

Encourage pupils to plan a personal budget including the following items: school supplies, gifts, recreation, clothing, transportation, and savings.

Set up a hypothetical problem of budgeting; for example two sisters in junior high school are each given one dollar per week for spending money. The older girl spends her money for comic books; the younger sister goes to an occasional movie, but saves some of her money. Which girl gets more for her money?

Discuss the need for a plan for spending. Set up a practical work chart for budgeting income as indicated below:

Total Family Income	Essential Expenditures								Luxuries		Total Expense
	Food	Utilities	Housing	Clothing	Illness	Insurance	Transp.		Entertnmt	Other	
							Pub.	Private			

Suggested Activities for Group III - 13 through 15 Years (cont'd)

BUDGETING (continued)

Have class plan a budget for a party, dance, or club meeting. Discuss the amount of money to be spent for food, prizes, and other items. See illustration:

TOTAL AMT. AVAILABLE	FOOD		PRIZES		TRANSPORTATION		TOTAL COST
	snacks	soft drinks	ind.	grp.	public	private	

Encourage class discussions concerning how each pupil budgets his personal income or allowance.

Develop a display to show how the family's money is used. Based on a hundred dollars per week, illustrate with play money how many dollars might be used on housing, food, clothing, utilities, insurance, savings, and recreation. Use the display as a basis for class discussion.

Develop a project in which each child keeps a daily account of how his personal money is spent. By keeping records, pupils may be helped to evaluate their expenditures and possibly revise their habits of spending.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

SAVING, INVESTING, AND BORROWING

Discuss the cost of credit buying. Talk about why banks and loan companies charge interest.

Discuss the advantages and disadvantages of paying cash and the advantages and disadvantages of credit buying.

Have the class take a trip to a local bank to become familiar with simple banking processes.

Practice writing deposit slips and checks. Discuss the importance of performing this activity accurately.

LEARNING TO MANAGE MONEY

Suggested Activities for Group III - 13 through 15 Years (cont'd)

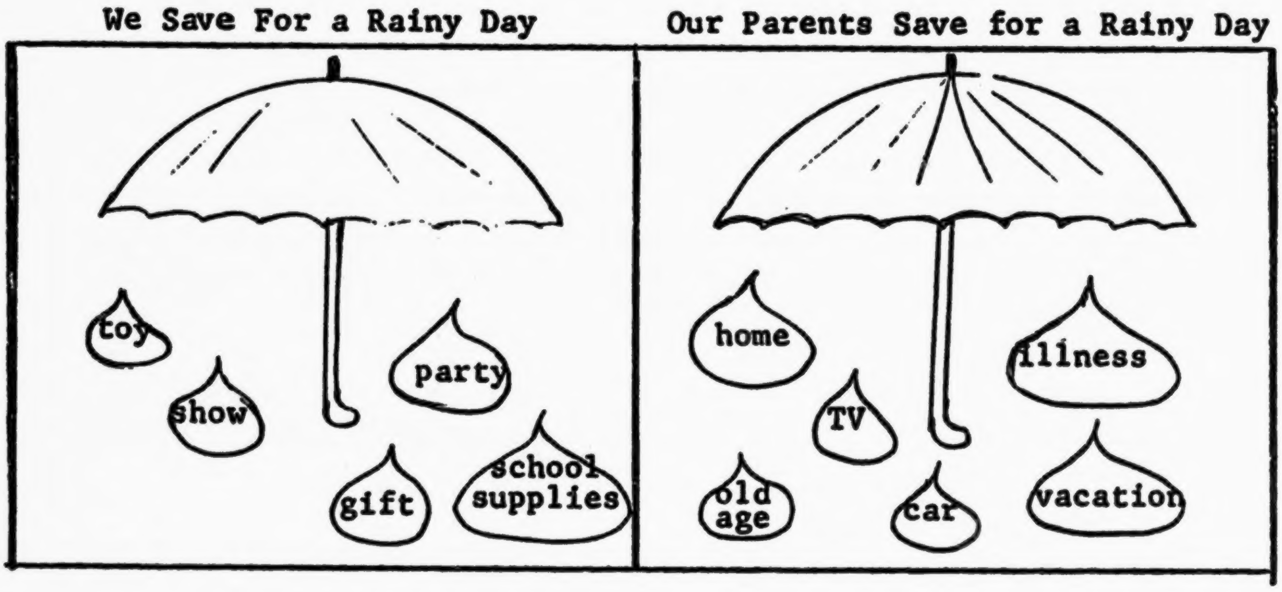
SAVING, INVESTING, AND BORROWING (continued)

Encourage the use of motivating devices for saving money, such as a U. S. Savings Stamp Book or a Christmas Savings Club.

Discuss what happens when employees waste time. Help pupils understand that an employee must fulfill his obligation to the employer if he is to remain on the payroll. Impress pupils with the fact that wasting time amounts to wasting money and cannot be condoned.

Make a chart showing the amount of time consumed on a class trip in waiting for city buses, a guide, or a class member. Total the amount of time. Relate this to an accepted salary schedule and reduce the time consumed to dollars and cents. Pupils will realize the relationship between time and money.

Discuss the saying "Save for a rainy day." Explain the need and importance of saving. Develop a display which reflects goals for saving.



We Save For a Rainy Day

Our Parents Save for a Rainy Day

Use an incident of vandalism in the school as a basis for discussing the fact that destruction costs money, time, work, and inconvenience.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO MANAGE MONEY

Detailed Outcomes for Group IV - 16 through 18 Years

HANDLING AND SPENDING MONEY

1. Handles money efficiently.
    - a. Knows how to write and cash checks.
    - b. Knows that one should receive and keep receipts when paying bills.
2. Knows how to take care of money.
    - a. Avoids carrying large sums of money.
    - b. Recognizes the importance of bank services.
    - c. Knows about the use of traveler's checks.
3. Practices sound basic purchasing principles.
    - a. Buys according to his needs and wants.
    - b. Decides how much to pay for an item before purchasing.
    - c. Knows where to shop for needed items.
4. Selects and buys economically for self and others.
    - a. Understands that quantity, quality, and price are interrelated.
    - b. Buys clothing and accessories.
    - c. Uses discretion in spending when eating in public places.
    - d. Uses judgment in recreational spending.
    - e. Knows how to evaluate merchandise.

BUDGETING

1. Understands elementary principles of group budgeting.
2. Budgets personal income effectively.
3. Knows how to construct a family budget.
    - a. Knows which items should be included in planning a family budget.
    - b. Knows that one must keep an account of how money is being used.
    - c. Knows that one should allow for savings and emergencies.

SAVING, INVESTING, AND BORROWING

1. Understands borrowing and credit buying.
    - a. Knows when and where to borrow money.
    - b. Knows the meaning of terms such as cash, credit, interest, and carrying charges.
    - c. Understands the importance of a good credit rating.
    - d. Understands relationship of borrowing and credit buying to income.
2. Knows how people save systematically.
    - a. Knows about the advantages of buying government bonds.
    - b. Knows the advantages of saving money at a bank or building and loan company.
3. Knows the relationship between waste, destruction, time, and money.

Detailed Outcomes for Group IV - 16 through 18 Years (cont'd)

SAVING, INVESTING, AND BORROWING (continued)

4. Knows how to use a bank.
    - a. Has a savings account.
    - b. Knows that the banker will give advice concerning financial problems.
    - c. Knows how to make out checks and deposit and withdrawal slips.
    - d. Knows that banks will lend money for worth-while purposes.
5. Has some understanding of insurance.
    - a. Knows that there are different kinds of insurance, such as life, health, fire, and automobile.
    - b. Knows why people carry insurance.

LEARNING TO MANAGE MONEY

Suggested Activities for Group IV - 16 through 18 Years

HANDLING AND SPENDING MONEY

Check to determine whether pupils are able to identify the various denominations of money and their corresponding values. Pupils having difficulty in performing this activity should be given practice sessions.

Visit a local post office to learn the procedure and cost of paying bills by Money Order. Help the pupils understand the advantages of using Money Orders.

Discuss the importance of requesting and keeping receipts, especially when paying cash. Practice writing and filing receipts. Make a cardboard file for organizing and keeping these receipts.

Practice writing checks to pay for various make-believe expenditures. Discuss the meaning of and procedure for endorsing and cashing checks. Talk about the advantages of paying bills by check. Worksheets of expenditures and checks should be provided by the teacher.

Discuss the consequences of writing a check on insufficient funds. Talk about the necessity of keeping a checkbook accurately balanced.

Develop a playlet showing the importance of having positive identification when cashing a check. Point out that a driver's license, credit card, or draft card may serve as identification.

Discuss the advantage of carrying limited sums of money.

Dramatize situations which emphasize techniques of sales resistance. Discuss the fact that a buyer is responsible for what he buys.

Discuss the meanings of impulsive and practical buying. Emphasize the savings realized from practical buying and the possibility of waste resulting from impulsive buying.

Develop a chart displaying various fabrics. Use the chart for discussing the merits of these materials as they relate to cost.

(See chart on next page.)

LEARNING TO MANAGE MONEY

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

HANDLING AND SPENDING MONEY (continued)

MATERIAL	Durable Qualities	Seasonal Qualities	Cleaning Qualities	Washing Qualities	Cost per yard--or garment	Practical for (what garments?)
Sample Rayon						
Sample Nylon						
Sample Orlon						
Sample Cotton						
Sample Wool						
Sample Flannel						
Sample Silk						

Arrange for a display of pupil-made garments. Discuss the value of various kinds of materials and the economy realized by making garments.

Discuss why it is important to read and interpret the meaning of labels and price tags. Give specific attention to reading the labels on such items as food, clothing, household furnishings, and automobiles.

Display a butcher's chart which indicates the source of various cuts of meat. Find the prices in the newspaper and talk about why some cuts of meat are more expensive than others.

Develop a list of consumer terms including the following: credit, discount, cash, carrying charges, invoice, statement, and contract. Discuss and explain the meanings of these terms.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning

HANDLING AND SPENDING MONEY (continued)

Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

BUDGETING

Help each pupil construct a family budget based on a specified income and family size. Attention should be given to factors such as fixed expenses and flexible expenses.

Use the chart below as a guide. As a culmination of this activity, have pupils determine the minimum salary necessary for various sized families.

Fixed Expenses						Flexible Expenses					
Food	Rent	Ins.	Utilities	Auto	Other	Clothing	Hshld-Equipt.	Furnshgs.	Gifts	Medical	Others

Assume that all senior high school pupils will find employment following graduation. Discuss typical salaries for various types of jobs. Have pupils budget the anticipated income from these postschool jobs. Have them plan on the basis of living alone or paying room and board and meeting other essential obligations or on the basis of being married and maintaining essential family financial responsibilities.

Make a chart listing the approximate cost of supporting a senior high school pupil for a year.

Make a chart showing the earnings of pupils on their co-op jobs. Help them plan realistic budgets for managing their incomes.

Encourage each pupil to keep a personal record of his expenditures for a specified period of time. List these expenditures under necessary spending and unnecessary spending. Use these records as a basis for evaluating the use of money.

Discuss the advantages of planned spending. Encourage pupils to cite factors which have affected their spending.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

SAVING, INVESTING, AND BORROWING

Explain the concept of interest by showing that for every dollar borrowed, the borrower must pay back a dollar plus a percentage. Explain that compound interest is paid on the total principal borrowed. Consequently, it averages between nine and twelve per cent interest to be paid on every dollar borrowed.

Make a chart showing the comparative cost of articles purchased by cash or bought on time payments. Include charges for interest and handling based on a loan for one year.

Basic Cost	6% for 1 year	Total for 1 year
$500.00	$30.00	$530.00
$750.00	$45.00	$795.00

Construct problems dealing with personal experiences of pupils or experiences within the household where long-term payments were involved. In each case consider the price of the item if paid by cash and the total cost if purchased on a long-term loan. Help the pupils understand how credit buying adds to the cost of the purchase.

Obtain advertising brochures concerning loans from several lending agencies. Use these as a basis for discussing the advantages and disadvantages of borrowing money.

Make a bar graph showing the difference in rates of interest on money borrowed from banks, loan companies, and individuals. Use these graphs to determine the most economical source of borrowing.

Discuss the various kinds of insurance. Compute the amount and the cost of insurance a family needs. Help the pupils understand the value of insurance protection.

Make a bulletin board display of pictures showing circumstances that can be covered by insurance, including fire, illness, accidents, and death. Discuss the importance of carrying insurance to cover these circumstances.

On a trip to a bank, find out which services are available and learn how to use them. Collect samples of blank checks, deposit slips, and withdrawal slips. Practice making out deposit slips.

Encourage the pupils to start systematic savings plans.

Talk about the relationship between availability and cost of products. Use food sales sections of the daily newspapers to help the pupils understand the savings realized by buying foods which are in season.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

SAVING, INVESTING, AND BORROWING (continued)

Draw cartoons illustrating how needless waste or destruction may be prevented. Use cartoons to stimulate discussion on how needless waste affects everyone. Help pupils understand that the destruction of public property poses a burden for everyone.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

CHAPTER XV

Persisting life problem #12

Learning to travel and move about

CIT
MAP
TICKETS

> *"Travel, in the younger sort, is a part of education; in the elder a part of experience."*
> *Francis Bacon*

CHAPTER XV. PERSISTING LIFE PROBLEM #XII.

LEARNING TO TRAVEL AND MOVE ABOUT

INTRODUCTION

Definition

Learning to travel and move about is a persisting life problem which involves the acquisition of the essential habits, attitudes, and skills necessary for transporting oneself in the neighborhood, within the city, and to places outside of the community.

Point of View

In order to teach the slow learner how to travel efficiently and effectively, it is important that the school provide those activities and experiences which will lead to the development of necessary travel skills. To do this job, it is necessary for the school to identify those problems which the slow learner will encounter in the area of travel.

Problems associated with travel differ according to the maturity level of the individual child. For example, at the primary level, the slow learner,in most instances, needs to be taught how to travel to and from school; how to move about in school; and how to go to places within his neighborhood. Travel to distant points within or outside the city at this age usually is done in the company of adults. At the older age levels, the problems change because opportunities for independent travel will be more extensive. To meet these new problems, the slow learner will need to be taught such things as how to locate new and unfamiliar places, get information, use a city map, and identify structures and landmarks.

The school must anticipate the many problems that the slow learner will encounter while traveling and moving about. For example, teaching the child what to do when lost or how to ask for needed information will often help him meet and solve these problems when they arise.

Often the slow learner needs a great deal of help in learning to associate time and its relationship to travel. The young slow learner faces this problem in terms of getting to school on time. The adolescent needs to associate time and travel in order to get to a downtown movie or football game on time. Older slow learners face similar problems in getting to work on time, using public transportation, or traveling to distant places. The slow learner travels daily in the company of other people. Therefore, it is necessary for him to develop attitudes and habits of behavior that will make him an acceptable traveler. It is the task of the school to help him acquire those habits and attitudes which will enable him to conduct himself in a proper manner while traveling. Young slow learners need to have help

LEARNING TO TRAVEL AND MOVE ABOUT

Point of View (continued)

in learning some of the basic travel manners, such as how to board a bus, proper behavior on public vehicles, following the directions of the safety guard, and how to move about in an orderly fashion in the school building. The older slow learners should know how to ask for and give information politely, and how to use acceptable behavior on elevators, escalators, and in public buildings. At a more mature age level, they should understand the courtesy and responsibility which should be exercised when driving or riding in private vehicles.

The slow learner at all age levels needs help in learning to handle the many aspects of planning and preparation associated with traveling. The young slow learner needs aid in planning the shortest and safest route to and from school. Older slow learners begin to face more complex problems associated with travel planning and preparation. They begin to play a major role in planning class field trips, making preparations for class outings, preparing a budget of expenditures, and making lists of items necessary for group trips outside the city.

Knowledge of travel is of importance to the slow learner only insofar as it affects his ability to travel successfully. Consequently, many of the things taught to normally functioning children in the area of travel will be of little value or interest to the slow learner. For example, learning how the Eskimos or the Chinese travel; studying about the inventions that influenced the course of travel through the ages; or conducting extensive units on aspects of transportation that are far removed from the child's experience level will have little real meaning or value to him. In general, the school should concern itself with instruction to meet problems of travel that are near at hand or within the realm of future use by the slow learners.

In summary, it is essential that the slow learner acquire those habits, attitudes, and skills which will help him travel and move about effectively. The daily problems he faces in traveling may serve as the basis for the school program. However, in some cases the school program will need to anticipate certain travel problems which the slow learner is likely to encounter. In such situations the school program should attempt to provide the learner with skills which will enable him to solve those anticipated problems when he encounters them.

A final consideration for the school program is the recognition that, as the slow learner matures, his travel needs become more complex and thus he must be provided with higher level travel skills than he needed at a younger age level.

General Outcomes for Group I - 6 through 9 Years

IN THE NEIGHBORHOOD

1. Begins to move about in the school building.
2. Goes to school unattended.
3. Goes to neighborhood stores, homes of neighbors and friends, play areas, and library with parental permission.
4. Is aware that it takes time to get to school.

IN THE CITY

1. Knows he should stay with the group or with an adult when in new places.
2. Knows what to do when lost.
3. Begins to use public transportation.

OUTSIDE OF THE CITY

1. Knows that people travel on trains, planes, and boats.
2. Knows that when traveling a long distance, he will usually be accompanied by an adult.
3. Knows that traveling long distances takes time and certain adjustments in his routines.

General Outcomes for Group II - 10 through 12 Years

IN THE NEIGHBORHOOD

1. Knows way to and around school.
2. Knows the names and locations of the streets in his neighborhood.
3. Moves about neighborhood unattended.
4. Gives simple directions to reach specific places in neighborhood.
5. Realizes that his neighborhood is part of the city.
6. Begins to associate travel and time.

IN THE CITY

1. Begins to take short bus trips independently to familiar places.
2. Knows how and whom to ask for information.
3. Uses good travel manners and observes safety rules.
4. Takes part in planning field trips and classroom excursions.
5. Begins to take hikes and walking trips to familiar places.

OUTSIDE OF THE CITY

1. Is aware of some of the reasons why people use different modes of transportation.
2. Knows that long-distance travel will usually be done with adults or with special adult planning.
3. Begins to travel with minimum of adult attention.

PERSISTING LIFE PROBLEM #XII.--

General Outcomes for Group III - 13 through 15 Years

IN THE NEIGHBORHOOD

1. Travels and moves about school independently.
2. Locates places by address in or near his neighborhood.
3. Travels and moves about neighborhood freely and unsupervised.
4. Is familiar with names of surrounding suburbs.

IN THE CITY

1. Is familiar with public transportation signs and symbols.
2. Knows how and when to use various bus tokens.
3. Begins to travel greater distances independently.
4. Begins to travel effectively with groups using public transportation.
5. Knows how to travel independently to places of amusement, museums, hospitals, health clinics, and shopping centers outside of neighborhood.
6. Begins to know the names and locations of some major streets in the city.

OUTSIDE OF THE CITY

1. Begins to help plan short trips.
2. Is familiar with the routes to some places where one can picnic, fish, or camp.
3. Is able to get to bus, train, or airline stations.
4. Is familiar with the names of nearby cities.
5. Begins to have some understanding of distance and time.

General Outcomes for Group IV - 16 through 18 Years

IN THE NEIGHBORHOOD

1. Knows how to travel about in his high school.
2. Knows how to give clear, concise directions to help others locate places in high school.
3. Knows how to give clear, concise directions to help others locate places in and near his neighborhood.

IN THE CITY

1. Travels about city freely and unsupervised.
2. Travels effectively with groups using public transportation.
3. Uses good travel manners.
4. Knows location of important public buildings.
5. Knows how to find way about public buildings and stores.
6. Understands how one locates places in a strange neighborhood.
7. Knows names and locations of suburbs.
8. Knows how to travel to suburbs
9. Uses private vehicle skillfully.

OUTSIDE OF THE CITY

1. Knows how to plan trips.
2. Knows how to travel by private vehicle.
3. Knows how to travel by train, bus, airplane, and boat.

LEARNING TO TRAVEL AND MOVE ABOUT

Detailed Outcomes for Group I - 6 through 9 Years

IN THE NEIGHBORHOOD

1. Begins to move about in the school building.
   - a. Goes on simple errands within building.
   - b. Goes to school office, bathroom, lunchroom, and nurse's office unattended.
   - c. Knows where certain classrooms are located.
2. Goes to school unattended.
3. Goes to neighborhood stores, homes of neighbors and friends, play areas, and library with parental permission.
4. Is aware that it takes time to get to school.

IN THE CITY

1. Knows he should stay with the group or with an adult when in new places.
2. Knows what to do when lost.
3. Begins to use public transportation.
   - a. Knows where and how to board bus.
   - b. Uses acceptable behavior on bus.
   - c. Knows the name of his school.
   - d. Identifies correct bus which will take him to his destination.

OUTSIDE OF THE CITY

1. Know that people travel on trains, planes, and boats.
2. Knows that when traveling a long distance he will usually be accompanied by an adult.
3. Knows that traveling a long distance takes time and certain adjustments in his routines.

LEARNING TO TRAVEL AND MOVE ABOUT

Suggested Activities for Group I - 6 through 9 Years

IN THE NEIGHBORHOOD

Take a tour inside school building, pointing out principal's office, nurse's office, lunchroom, and bathrooms.

Take a class tour around the outside of school building. Show children playground boundaries, entrance doors, and stairs assigned for class use. Explain various signs seen around the school, such as "In," "Out," "Bicycles," and "No Play - Service Area."

Take a tour around the school neighborhood. Point out important buildings and places, such as the post office, stores, fire station, and parks. Later discuss what was seen, how the class got there, and safety rules that were observed.

Have children take turns serving as messenger for the classroom. An older, experienced child might accompany a younger child on his first trip.

Have children tell how to travel from classroom to the principal's office, lunchroom, nurse's office, or bathrooms. Talk about rules of conduct for group and individual travel within the school. Also point out the proper ways to deliver messages and how to enter and leave a classroom.

Have children participate in playlets which emphasize giving directions. For example, have a child do the following:

- -- Tell a friend how to get to the neighborhood playfield after school;
- -- Tell a new pupil how to get to the school lunchroom;
- -- Direct an adult to the principal's office;
- -- Give directions to a neighborhood movie theatre, park, or playground.

Have children tell where they live and how to get to their homes from the school, neighborhood park, and other nearby places of interest.

Make a mural showing places of interest visited or seen in the neighborhood.

Memorize and dramatize simple songs and poems about safety and travel.

Make duplicated booklets that children can read and color about riding on the bus, walking to school, and traveling about the neighborhood.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO TRAVEL AND MOVE ABOUT

Suggested Activities for Group I - 6 through 9 Years (cont'd)

IN THE CITY

Construct a play traffic light. Use the light for practicing street crossing. Stress recognizing the colors green, yellow, and red on the traffic lights. Teach the children to associate the colors green, yellow, and red with go, wait, and stop.

Take the class for a walk to a busy corner serviced by traffic light. Have the class cross on green light, wait on yellow, and stop on red. Use this experience to talk about the "how" and "why" of crossing streets safely.

Talk about appropriate behavior on a bus, how to pay fare, how to ask for a transfer, and how to signal to get on or off. Use class experiences to aid in discussions.

Discuss ways for a pupil to recognize the bus which will take him to his destination. Talk about how to identify places where a pupil may board a bus. Also discuss proper way to board a bus.

Talk about what pupils should do when lost and how they should give personal data to a responsible adult. Point out how pupils may recognize a responsible adult.

Talk about what children should do if their bus tokens or fares are lost, such as telephoning parents from a store, borrowing fare on a promise to repay, or taking a cab to be paid for by parents upon arrival home.

Construct a play bus in the classroom. Dramatize taking a bus to school. Have children take turns being the driver and passengers. Use real bus tokens and school identification cards. Stress the use of proper travel manners.

Give playlet depicting a lost child or a child who cannot find where to board his bus. Have children take turns playing the adult and lost child. Have children demonstrate how to give directions, how to ask questions, and how to ask a responsible adult for help.

Give playlet in which child loses his bus fare and telephones parents, borrows fare, or takes a cab home.

Have each child make a card bearing his name, address, telephone number, and parents' names. Have him carry the card in his wallet or purse.

Have each child answer roll call by giving his name along with his

IN THE CITY (continued)

address or telephone number, or parents' names.

Develop a situation which requires a child to tell a story about himself giving personal data and directions in getting to the school from his home.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

OUTSIDE OF THE CITY

Take a class excursion on a bus to a city or county park.

Take a field trip to a railroad terminal, airport terminal, boat dock, or bus depot to see how people travel. Point out and talk about baggage check areas, ticket booths, and information desks.

Tell how trains, planes, boats, trucks, and buses help serve people.

Have children tell about recent trips taken outside of the city. Emphasize mode of travel and any unusual events occurring on the trip.

Have children talk about the necessary preparations for going on a family trip. Discuss specific preparations, such as who secures the tickets; what clothing needs to be taken; who packed and carried the clothing; and what personal responsibilities were assumed by various members of the family.

Give playlet in which one child takes part of bus driver who collects tickets, stores baggage, and seats passengers. Have other children act as passengers going to various destinations outside of the city.

Give playlet in which a family goes on a car trip to see relatives. Discuss the necessary preparations and the responsibility assumed by each member of the family.

Have children make drawings of a plane, a train, a car, a boat, or a bus.

Make scrapbooks of pictures of various modes of travel.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO TRAVEL AND MOVE ABOUT

Detailed Outcomes for Group II - 10 through 12 Years

IN THE NEIGHBORHOOD

1. Knows way to and around school.
    a. Finds classrooms by number.
    b. Travels about building with independence and confidence.
2. Knows the names and locations of the streets in his neighborhood.
3. Moves about neighborhood unattended.
4. Gives simple directions to reach specific places in neighborhood.
5. Realizes that his neighborhood is part of the city.
6. Begins to associate travel and time.

IN THE CITY

1. Begins to take short bus trips independently to familiar places.
    a. Knows buses stop at designated places.
    b. Knows that a certain amount of time lapses between buses.
    c. Has fare ready and pays it.
    d. Knows to ask bus driver for information.
    e. Knows bus driver will help a passenger get off at the right stop.
2. Knows how and whom to ask for information.
    a. Knows how to identify reliable adults.
    b. Is courteous when seeking information.
3. Uses good travel manners and observes safety rules.
    a. Stays in seat.
    b. Holds on to handrail of seat when standing.
    c. Talks in moderate voice.
    d. Is courteous to fellow passengers.
4. Takes part in planning field trips and classroom excursions.
5. Begins to take hikes and walking trips to familiar places.

OUTSIDE OF THE CITY

1. Is aware of some of the reasons why people use different modes of transportation.
2. Knows that long-distance travel will usually be done with adults or with special adult planning.
3. Begins to travel with minimum of adult attention.

LEARNING TO TRAVEL AND MOVE ABOUT

Suggested Activities for Group II - 10 through 12 Years

IN THE NEIGHBORHOOD

Have the class take a trip within the school building to locate the lunchroom, library, doctor's, nurse's, and dentist's offices.

Have children note the correct doors used to enter school building and which stairs should be used to go "up" or "down." Discuss the school rules regarding stairs, doors, and use of hallways.

Have class make a large map of the community. Have individual children locate bus routes, their homes, important buildings, and places for recreation.

Take the class for a walk in the neighborhood to locate the post office, grocery, variety store, shoe repair shop, and homes of classmates. Make a list of street names and add to the list after each walk. Add names of streets and places visited to the class community map.

Have individual children make a list of the places to which they travel independently, such as neighborhood stores, playgrounds, community centers, movies, and churches. Have pupils discuss some of the things they must know and do to travel independently to these various places.

Develop school messenger service. Have messengers perform services such as taking notes and messages from the office to the classroom and taking visitors to their destinations in the building.

Have children act out imaginary telephone conversations in which a child gives directions to home, playfield, or some local store.

Give a playlet in which a child invites a friend to his home and then gives directions on how to get there.

Have individual, simple street maps of school area. Locate homes of pupils, stores, churches, library, police station, fire department, and school on these maps.

Have pupils make individual maps of easiest way to get from home to school.

Make a simple replica of the school neighborhood out of small cardboard boxes, locating well-known buildings and prominent streets in their relative positions.

Make individual or group scrapbooks about walks the class has taken. Include simple maps, stories, and illustrations of these trips.

IN THE NEIGHBORHOOD (continued)

Make scrapbooks containing illustrations and brief descriptions of the stores, churches, and play areas in pupils' home neighborhoods.

Make a scrapbook showing illustrations of the various stores and services found in the school area.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

IN THE CITY

Take class on a trip to local precinct police station. Have police officer discuss: "Safety on Streets" and "Safety in Public Vehicles."

Make and post signs in the homeroom indicating north, south, east, and west. Talk about the various ways these signs are used.

Have children help in the planning of trips and outings that will involve the use of public transportation. Determine which buses to use; where to board, get off, and transfer. Emphasize travel rules and manners. Take class excursions by bus to places some distance from school, such as parks, sightseeing tours, Shrine Circus, Zoo, and Lunken Airport Playfield.

Take class for a walk to locate bus stops in school area. Point out the bus stop where various children board the bus.

Talk about travel manners: why they are important and how they should be practiced. Make a chart on travel manners for ready reference.

Talk about how to recognize a reliable adult when seeking information.

Have a skit about a child who got off the bus at the wrong stop and what he did to seek help.

Make a chalk layout of a street corner on the classroom floor. Have children demonstrate the safe way to cross and how to wait for and signal a bus.

Give a playlet in which a child or class committee asks for information regarding transportation for a class excursion to parks, playfields, or other places of interest in the city.

Suggested Activities for Group II - 10 through 12 Years (cont'd)

IN THE CITY (continued)

Give a playlet in which proper travel manners on a city bus are demonstrated. Include boarding a bus, paying fare, finding a seat, and getting off.

Write group or individual chart stories about trips taken.

Write thank-you notes to those who have helped make an excursion possible.

Make a booklet with original stories and illustrations showing various specific acts connected with a recent bus trip taken by class, such as children boarding the bus in an orderly manner and sitting properly in the seats.

Make a display of pictures of various modes of travel within the city, such as bicycles, cars, and buses.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

OUTSIDE OF THE CITY

Take a class excursion on a train from Union Terminal to a local station. This involves bringing the correct fare to the teacher, riding on a bus to Union Terminal, and returning to school by bus.

Have each pupil tell about a trip taken by plane, car, bus, or train. This should include destination, length of travel time, and the emergencies or incidents which delayed or interfered with the trip.

Have pupils classify modes of travel as "fast" or "slow." Let them tell their experiences with each mode of travel and why their family decided to use a particular mode of travel.

Have pupils tell of unusual sights seen on trip that are not ordinarily seen in city travel. This may include large farms and grazing lands, animals, harvesting and planting, and rural buildings.

Have pupils give a simple description of an airport, bus, or railroad terminal, including location of rest-rooms, ticket offices, and baggage rooms.

Have children describe personal and family preparations for trips outside city. Discuss how baggage and lunches were packed.

LEARNING TO TRAVEL AND MOVE ABOUT

Suggested Activities for Group II - 10 through 12 Years (cont'd)

OUTSIDE THE CITY

Have children tell about trips taken in the family car and what kind of clothing or equipment was needed.

Display large map on the bulletin board. Trace the routes taken by pupils on trips with the family. Have them write a short story about their trips. Display stories on bulletin board.

Make displays of different modes of present-day travel. Use pictures or models of buses, trains, and planes. Discuss how and why people use the various means of travel and transportation.

Play traveling games, using the alphabet. One such game is played by giving a clue such as "I am thinking of a street two blocks from school which begins with the letter A." The child gives the correct street and then asks a similar question of another child.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO TRAVEL AND MOVE ABOUT

Detailed Outcomes for Group III - 13 through 15 Years

IN THE NEIGHBORHOOD

1. Travels and moves about school independently.
2. Locates places by addresses in or near his neighborhood.
3. Travels and moves about neighborhood freely and unsupervised.
4. Is familiar with names of surrounding suburbs.

IN THE CITY

1. Is familiar with public transportation signs and symbols.
   a. Associates bus routes with names or numbers.
   b. Recognizes bus stop signs.
   c. Begins to use bus time schedule.
2. Knows how and when to use various bus tokens.
   a. Is aware of time limitations on school tokens.
   b. Follows procedures in reporting difficulties in the use of school tokens.
3. Begins to travel greater distances independently.
   a. Uses bus to travel downtown.
   b. Knows how to obtain and make transfers.
   c. Uses good travel manners.
4. Begins to travel effectively with groups using public transportation.
5. Knows how to travel independently to places of amusement, museums, hospitals, health clinics, and shopping centers outside of neighborhood.
6. Begins to know the names and locations of some major streets in the city.

OUTSIDE OF THE CITY

1. Begins to help plan short trips.
   a. Finds out how and where to get needed information.
   b. Begins to plan travel wardrobe and budget.
2. Is familiar with the route to some places where one can picnic, fish, or camp.
3. Is able to get to bus, train, or airline stations.
4. Is familiar with the names of nearby cities.
5. Begins to have some understanding of distance and time.
   a. Knows the approximate time it takes to travel to nearby cities.
   b. Is aware that time is related to distance traveled.

LEARNING TO TRAVEL AND MOVE ABOUT

Suggested Activities for Group III - 13 through 15 Years

IN THE NEIGHBORHOOD

Take a tour of the junior high school to locate gymnasium, auditorium, lunchroom, and nurse's, counselor's, and principal's offices.

Make a notebook of rules governing travel within the school. List rules for using stairways and exits, procedures for fire and air-raid drills, auditorium procedures, and conduct in the halls.

Draw a simple floor plan of the school building, noting such places as homeroom, principal's office, gym, lunchroom, auditorium, and nurse's office.

Take a tour of the neighborhood to observe how buildings are numbered. Point out that even numbers are on the north and east sides of the streets and odd numbers are on the south and west sides.

Discuss why following rules for travel within the school building is important.

Discuss why knowing places in the neighborhood by address is helpful in saving time.

Discuss why being acquainted with the home and school neighborhood is important.

Have pupils portray a visitor seeking information and a pupil giving directions. Have other pupils direct visitor to places within the school building.

Develop a skit in which a new family comes to the neighborhood. Have a pupil give directions to the family concerning where to shop, where to have car serviced, and where the children will attend school.

Make a map of the neighborhood showing street names, bus stops, and places of interest.

Have pupils make a model of the neighborhood.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

IN THE CITY

Take a trip to a place which overlooks the city. Have pupils locate different areas and structures. Observe how the street pattern is laid out.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

IN THE CITY (continued)

Discuss when, how, and under what conditions various bus tokens are to be used.

Discuss information needed when pupils have difficulty with the bus driver. Discuss the necessity for knowing the number and name of the bus, place where bus was boarded, and the approximate time of day.

Discuss how knowing the directions of north, south, east, and west can be very helpful in locating addresses. Familiar locations can be used as guides. For example, from downtown Cincinnati, the Ohio River is south; the Zoo is north; the Union Terminal is west; and Lunken Airport Playfield is east.

Discuss street layouts in Cincinnati. Point out that the hills of Cincinnati affect street layouts. Discuss that some Cincinnati streets are divided by Vine Street into East and West. For example, there is a 12 East Liberty and a 12 West Liberty address.

Develop skits which demonstrate how pupils should request information from a driver or supervisor regarding bus schedules, transfer points, and stops.

Play games based on the house- numbering system. Give numbers of houses or places of business, and have the pupils tell on which side of the street the address is located.

Develop skits in which pupils give directions to travel between well-known places in the downtown area.

Use skits in which pupils give directions from their home or school to clinics, hospitals, stores, and parks. Have a pupil describe how to get to these places by walking and by bus.

Draw a map of the downtown section, marking locations of well-known public and commercial buildings.

Make a simplified map of the city with bus route numbers properly placed.

Make a map of the city showing locations of bus, train, and airline terminals.

Make signs bearing bus names, numbers, and streets served by buses. Use flash cards for a game in which pupils tell where specific streets are located or which areas of the city are served by certain numbered buses.

Suggested Activities for Group III - 13 through 15 Years (cont'd)

IN THE CITY (continued)

Write letters to the bus company asking for information about a bus trip to be taken within the city. The letter should include the date the bus will be needed, what it will cost per pupil, and how many pupils will need accommodations.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

OUTSIDE OF THE CITY

Take class on a trip to bus, train, or plane terminals to become acquainted with the activities taking place there. Observe location of information desk and procedure for purchasing tickets and for checking and claiming baggage.

Have pupils write a plan for a real or make-believe trip with family or friends to a nearby city or place of interest. Have pupils determine route to be followed and indicate destination and stops. Have pupils explain their plans to class, including time required for travel, budget, and wardrobe.

Discuss the location and route to fishing and camping areas. Plan a fishing or camping trip with family or friends.

Discuss some interesting places to visit outside of the city. Discuss how information about nearby places of interest can be secured. Discuss where road maps and travel information can be obtained.

Use a skit in which pupils set up an information booth similar to one in a bus, plane, or railroad terminal. Have pupils take turns asking for information regarding destination and arrival and departure times.

Have a skit in which pupils set up a travel information counter similar to one in the Automobile Club office. Have pupils take turns inquiring about routes, road conditions, detours, and eating and sleeping facilities.

Make a map showing departure and destination spots of a planned trip. Indicate distances between places en route. Compute time required to travel between spots and indicate on map. If trip is by train or bus, the travel time between places can be computed from time tables. If the trip is by car, travel time between places can be computed on the basis of an average of thirty miles per hour.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

LEARNING TO TRAVEL AND MOVE ABOUT

Detailed Outcomes for Group IV - 16 through 18 Years

IN THE NEIGHBORHOOD

1. Knows how to travel about in his high school.
2. Knows how to give clear, concise directions to help others locate places in high school.
3. Knows how to give clear, concise directions to help others locate places in and near his neighborhood.

IN THE CITY

1. Travels about city freely and unsupervised.
    a. Knows the names and locations of major streets in the city.
    b. Uses north, south, east, west, and address numbers to locate places.
    c. Uses public transportation skillfully.
2. Travels effectively with groups using public transportation.
3. Uses good travel manners.
4. Knows locations of important public buildings.
5. Knows how to find way about public buildings and stores.
    a. Knows how to obtain information.
    b. Is courteous when riding elevators and escalators.
6. Understands how one locates places in a strange neighborhood.
    a. Asks policeman, bus driver, or cab driver for information.
    b. Knows how to use city maps.
7. Knows names and locations of suburbs.
8. Knows how to travel to suburbs.
9. Uses private vehicle skillfully.
    a. Demonstrates responsibility for self and others when riding in, owning, and driving a vehicle.
    b. Knows and obeys laws and safety rules when driving.
    c. Knows that vehicle should be kept in good repair.

OUTSIDE OF THE CITY

1. Knows how to plan trips.
    a. Estimates costs of a trip.
    b. Estimates how long the trip will take.
    c. Plans clothing needs in relation to trip.
    d. Knows how to safeguard his home when on a trip.
2. Knows how to travel by private vehicle.
    a. Plans periodic rest breaks when traveling long distances.
    b. Uses road maps and highway signals and markings in planning and carrying out his trip.
    c. Knows what to do in case of an emergency.
3. Knows how to travel by train, bus, airplane, and boat.
    a. Knows how to secure information.
    b. Knows where and how to purchase tickets.
    c. Knows of different classes of travel accommodations.
    d. Is familiar with the use of arrival and departure schedules.
    e. Knows good travel manners.
    f. Knows about travel insurance.

LEARNING TO TRAVEL AND MOVE ABOUT

Suggested Activities for Group IV - 16 through 18 Years

IN THE NEIGHBORHOOD

Designate the official routes for fire drills and air-raid drills on a floor plan of the school. Practice following these specific routes in the drills.

Take trips to places of interest in the city. Plan the best routes to these points of interest, such as the ball park, the library, and the museums. Indicate on a map the stores, public buildings, and parks that can be used as landmarks en route.

Discuss the necessity of following school rules in using halls and stairways.

Discuss the importance of giving correct information to those seeking directions. Give examples of how to give correct information.

Have pupils role-play a policeman, mailman, storekeeper, or delivery man giving directions to a certain street or place in the city.

Have pupils play the part of a gas station attendant giving directions to a tourist trying to find certain places in the neighborhood, such as parks, public buildings, and stores. Call attention to traffic lights and bridges which will help mark the route.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

IN THE CITY

Take trips to places overlooking the city to see how the city is laid out. Observe that the city has a basin area surrounded by seven hills. Identify the hills by name, such as College Hill, Price Hill, Walnut Hills, Mt. Auburn, and Mt. Adams.

Construct a map of major streets of the city. Mark places of interest, such as the Court House, City Hall, the Public Library, and Music Hall. Mark map with numbers of buses that pass near these places.

Take a trip to the Safety Inspection Lane to see how it operates. Have one of the inspectors explain why brakes must be tight and equalized; why lights must be adjusted and at the right level; why the horn must blow; and why windshield wipers must work. Discuss the purpose of the Safety Inspection Lane upon return to class.

Invite someone from the driver licensing station to tell the class

LEARNING TO TRAVEL AND MOVE ABOUT

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

IN THE CITY (continued)

what is involved in passing a driver's test and why it is necessary for drivers to be licensed.

Discuss driver responsibilities. Use a driver training manual as a guide. Discuss courtesy rules when operating a vehicle.

Discuss the problems of a group traveling on public transportation.

Make displays or posters which illustrate travel manners and courtesies. Depict situations such as men giving up their seats to women, men removing their hats in elevators, and people boarding buses in an orderly manner.

Bring in schedules of buses serving the school neighborhood and post them on the bulletin board. Post similar schedules of buses needed for transportation to co-op jobs.

Post the bus route numbers and the routes. Draw a route of the areas covered by buses in the neighborhood of the school and in the co-op work areas.

Develop a skit showing proper behavior and courtesy on public transportation.

Develop a skit in which good manners on an elevator are demonstrated, such as a man's removing his hat, moving to the rear, and not smoking.

Make a list of questions and answers regarding the responsibility of drivers. Use a quiz show type format to drill pupils on this information.

Set up an information desk in the classroom similar to ones in an office, a store, or a hotel. Dramatize asking for directions and information in a polite and clear manner, giving information accurately, and receiving it graciously.

Have pupils use a set of telephones to ask for travel information. Make inquiries regarding times of arrival and departure of buses. Telephone for taxicabs and give information as to where and when to pick up passengers, desired destination, and any other necessary information.

Make an alphabetized directory of a building with various firms having offices on several floors. Display it on wall and let pupils dramatize reading directory, locating firm desired, and giving floor number to elevator operator or using self-operating elevator. This will also give an opportunity to demonstrate elevator manners.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

IN THE CITY (continued)

Make scrapbooks of trips taken in the city. Include articles describing trips, maps of routes taken, places of interest passed, and pictures of public buildings visited.

Use telephone and city street directories to look up addresses of friends. Refer to the Civic Section of the telephone book to find out how to get there.

Use the names of various departments of stores and public buildings for added spelling and reading words.

Make reproductions of highway signs such as "Sharp Curve," "Steep Hill," "Soft Shoulders," and "No Left Turn." Discuss the meanings of these signs.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

OUTSIDE OF THE CITY

Plan an imaginary trip to the State Capitol or some other distant place of interest. Procure time tables and compare the length of travel time by bus and by train. Compare the cost of the trip by bus and by train.

Calculate the amount of money saved by buying round-trip tickets. Determine if there is a special family or group rate. Use the telephone to get needed information. Find the amount saved by using special rate.

Make a budget of expenses for meals, lodging, fare, and tips for an imaginary trip. Make lists of appropriate clothing to take on different kinds of trips.

Talk about a trip taken by class members. Indicate things learned from the experience, such as where to sit, when to eat, where to place baggage, and how to plan wearing apparel.

Obtain copies of city and state forms for reporting accidents. Discuss the proper way of completing an accident report, the need for adequate insurance for self and others, the meaning of such terms as liability and property damage, and the relationship of cost of vehicle insurance to the amount of protection provided.

Discuss the possibility of court, hospital, and doctor's expenses which may result from an accident.

Suggested Activities for Group IV - 16 through 18 Years (cont'd)

OUTSIDE THE CITY (continued)

Plan a skit about purchasing tickets at a bus station. Have pupils inquire as to time of arrival and departure of buses and the cost for one-way, round-trip, and family fares.

Develop a skit in which proper manners on trains, planes, boats, and buses are demonstrated.

Make personal identification cards to be carried and used in case of accident or illness.

Obtain maps from gas stations, the Automobile Club, railroad station, and bus terminal for classroom use.

Consult the Visual Aids Handbook, the Textbook List for Slow Learning Classes, and the Special Education Supplementary Book List for additional, appropriate materials and ideas.

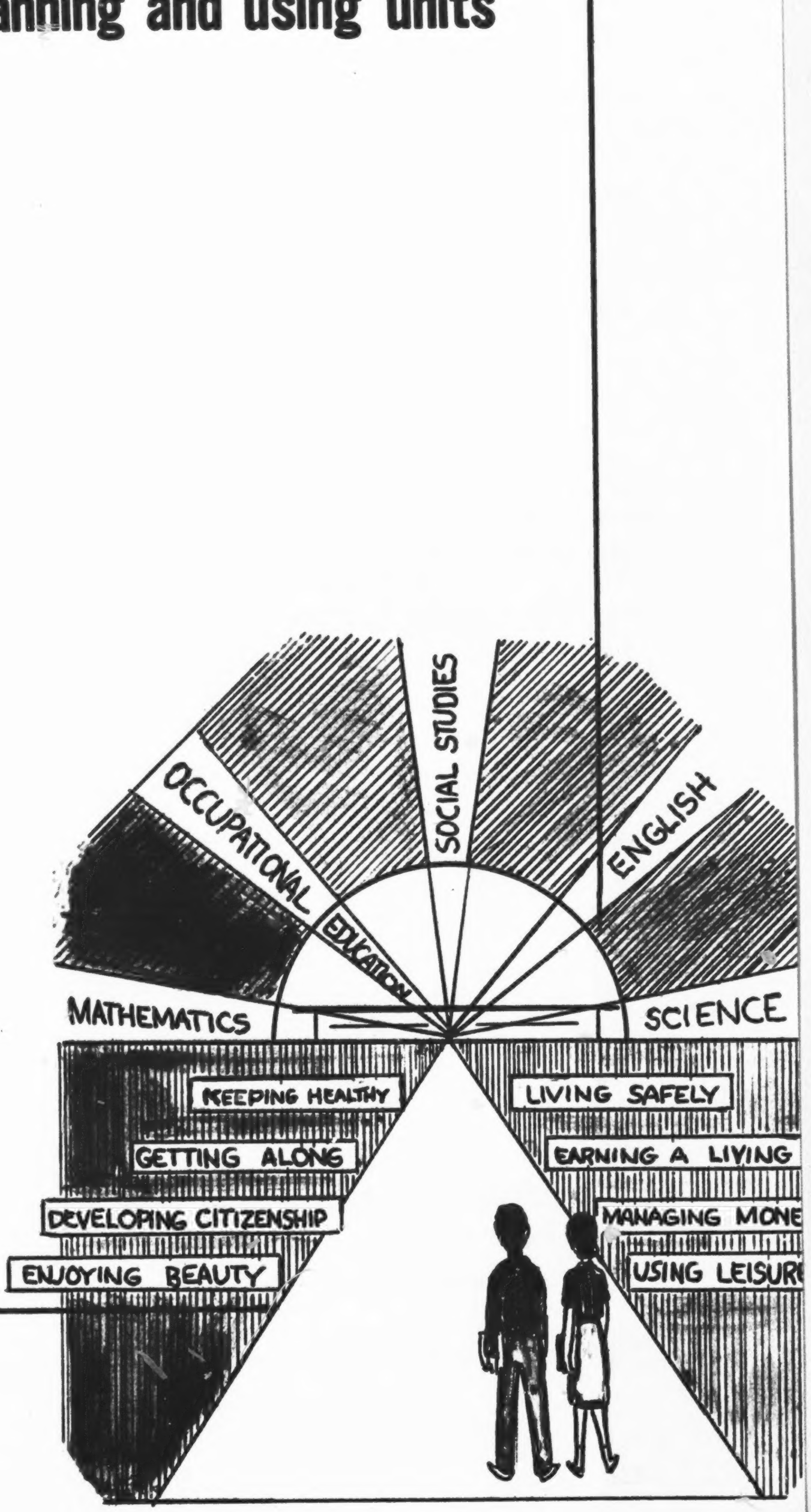
SECTION III

Implementation of the instructional program for slow learners

LIVING SAFELY
KEEPING HEALTHY
ENJOYING BEAUTY
ACTIVITIES
EXPERIENCES
PUPIL NEEDS
GOALS
PURPOSE

CHAPTER XVI

Planning and using units


OCCUPATIONAL
EDUCATION
SOCIAL STUDIES
ENGLISH
MATHEMATICS
SCIENCE
KEEPING HEALTHY
GETTING ALONG
DEVELOPING CITIZENSHIP
ENJOYING BEAUTY
LIVING SAFELY
EARNING A LIVING
MANAGING MONE
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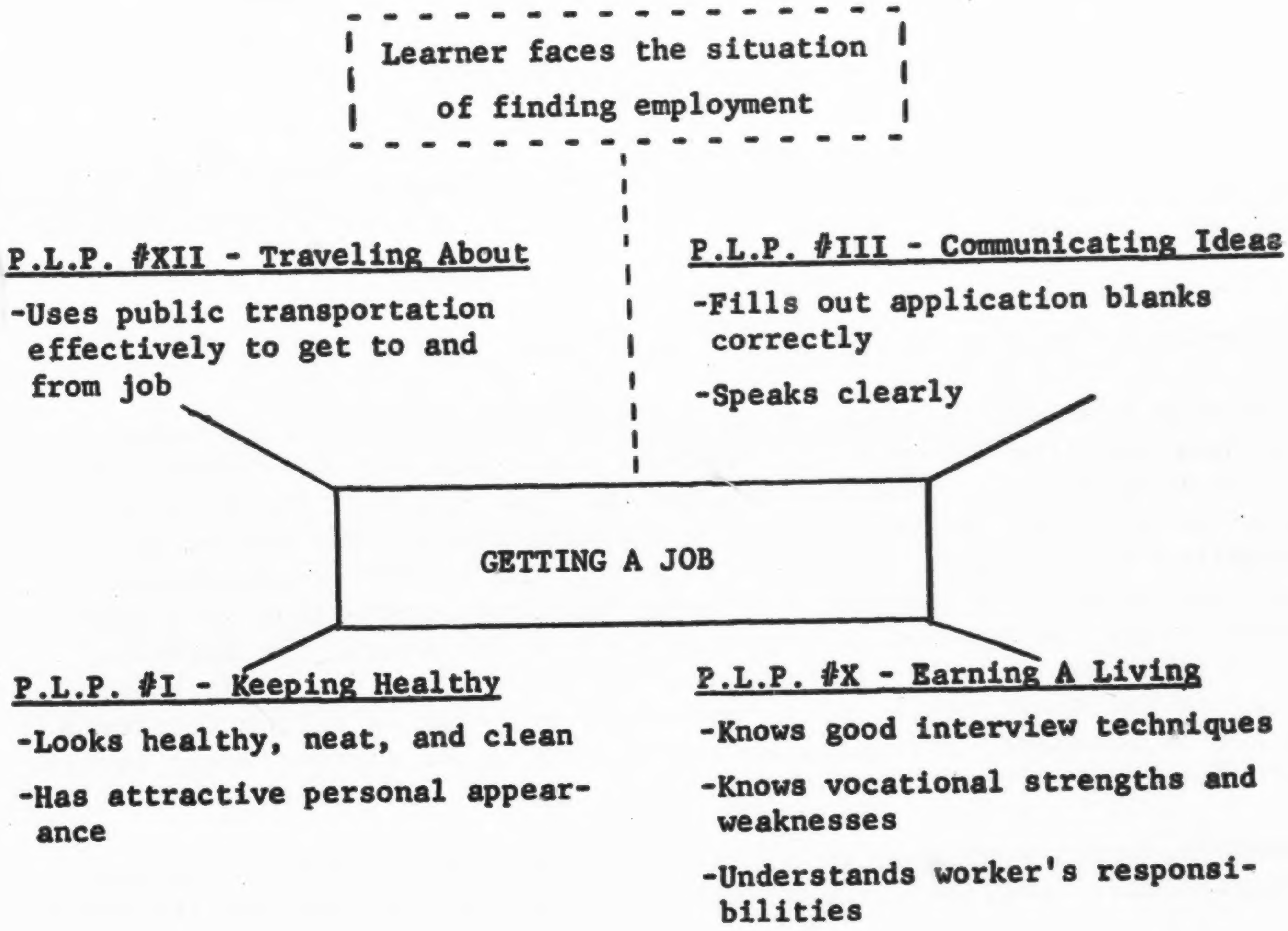
CHAPTER XVI. PLANNING AND USING UNITS

INTRODUCTION

Using the Persisting Life Problem Concept in the Classroom Program

The curricular concept used in the program for slow learners in Cincinnati is based upon the theory that as a child lives and grows, he is confronted at each level of his development with life problems that he must solve in order to live successfully and become a contributing member of society. Because these life problems recur in differing degrees of complexity at all levels of the child's development, they have been termed: Persisting Life Problems.

For the purpose of organizing this curriculum guide, individual persisting life problems have been isolated and treated as self-contained entities. This isolation of persisting life problems affords the teacher a clear picture of the slow learner's needs in each specific life problem area. In reality, however, the slow learner does not face these individual persisting life problems as self-contained entities. In day to day living the slow learner is confronted with situations, problems, and experiences that draw upon the learning from several persisting life problems rather than a single isolated problem. For example, most slow learners at some time in their lives are faced with the situation of getting a job. This situation, to be met successfully, must draw upon the learnings from several persisting life problems, such as "Learning to Communicate Ideas," "Learning to Travel and Move About," "Learning to Live Safely," and "Learning to Earn a Living."



Learner faces the situation of finding employment

P.L.P. #XII - Traveling About

- Uses public transportation effectively to get to and from job

P.L.P. #III - Communicating Ideas

- Fills out application blanks correctly
- Speaks clearly

GETTING A JOB

P.L.P. #I - Keeping Healthy

- Looks healthy, neat, and clean
- Has attractive personal appearance

P.L.P. #X - Earning A Living

- Knows good interview techniques
- Knows vocational strengths and weaknesses
- Understands worker's responsibilities

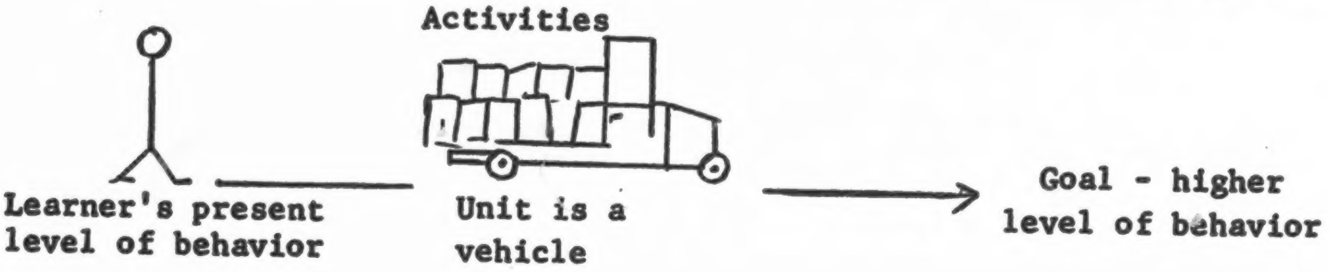
PLANNING AND USING UNITS

Using the Persisting Life Problem Concept in the Classroom Program (continued)

The solving of most problems confronting slow learners will be similar to the situation just illustrated. The learner will draw upon the learnings of several persisting life problems in order to operate effectively in the situation confronting him. There will be times when the situation actually faced by the learner bears more directly on one persisting life problem than on others. However, the classroom teacher who uses persisting life problems as isolated units, creates an unrealistic and undesirable use of this curricular concept.

It has long been recognized that slow learners learn best when the classroom program is closely related to the real experiences faced in daily living. The classroom program for slow learners can be related to life experiences through the use of units of work. These units should be based upon the real problems children are facing in daily living and the interests and needs that they demonstrate to the teacher. Units can be thought of as the teaching vehicles whereby needed attitudes, understandings, and skills of the various persisting life problems are taught.

The unit is the vehicle which transports the child from a lower level to a higher level of functioning. The unit has no intrinsic purpose other than that of moving a child from one point in his development to a higher one. The following illustration may help make this concept clear.


Activities
Learner's present level of behavior
Unit is a vehicle
Goal - higher level of behavior

Some units of work in the classroom will be extensive; others, short.

Units with identical titles may have differing content and emphasis depending upon the interest and needs of the class for which they have been developed. For example, "Keeping Our Body Healthy" may be a suggested unit for an intermediate slow learning class. The learnings emphasized in this unit for a class coming from a lower socioeconomic level may be quite different from those learnings emphasized in a comparable class coming from an upper socioeconomic level. For example, pupils from the lower socioeconomic level area may need a heavy emphasis on caring for their teeth. The same heavy emphasis on caring for teeth may not be necessary for children coming from upper socioeconomic levels where families have well-established oral hygiene practices.

Therefore, units with similar titles may utilize different persisting life problems. They may stress different goals and may employ different

Using the Persisting Life Problem Concept in the Classroom Program (continued)

activities. In short, the unit is designed to advance the learning and problem-solving ability of a specific group of children.

Some Guides to Planning Units of Work

Units of work should be thought of as central themes, problems, interests or relationships around which learnings of important attitudes, skills, habits, and understandings can be accomplished in a meaningful and related way. Teachers should be aware that units may vary from group to group in their length, intensity, importance, and content. In planning units the teacher should give attention to the following guides:

1. Units should grow out of the needs, interests, and problems that children are facing as they live and grow.

   In order that the contents of units will be meaningful and useful to children in meeting the problems of living, care should be taken to work from the problems that grow out of what seem to be the concerns of the learner. Better understanding and a greater transfer of learning will take place if the teacher carefully uses this criterion in the selection of units for the classroom program.

2. Units should have meaning, purpose, and unity to the learner.

   If effective learning is to take place, the learner must see some purpose for the activities and experiences in which he is engaging. By the same token, the learner must recognize the relationships between activities and goals. Units of experience which have unity only to the teacher should be avoided. It is difficult, for example, for the slow learner to see unity, meaning or purpose to broad and all-encompassing units, such as transportation, mental health or communication. More effective are units, such as "Developing Good Travel Manners," "Going To and From School Safely," "Helping Others to Like You," or "Filling Out Application Blanks."

   Units such as these have dimensions which are clear cut and easily understood by the slow learner.

3. Units should be suited to the learners' developmental level.

   Teachers should exercise care in selecting units suited to the developmental level of the class. Units, such as "Industries of Cincinnati," "Job Opportunities for Me," or "Planning Nutritious Meals" are poor choices for an elementary slow learning group. Equally ill-suited for a high school group would be units, such as "Brushing One's Teeth," "Sharing With Playmates," and "Going to the Zoo." Only by carefully selecting units which are appropriate to the developmental level of children can maximum desired learning take place.

Some Guides to Planning Units of Work (continued)

4. Clear-cut desired outcomes and purposes should guide the development of units.

   Teachers should bear in mind that units should be designed so that certain outcomes can be achieved. Therefore, it will be necessary for the teacher to select clear-cut outcomes and purposes to guide the development of any unit used in a class for slow learners. Only units having clear-cut purposes to guide their development should be used in the classroom program.

5. A unit should typically be structured so that all children in the group can participate in its development and share in its successful completion.

   Teachers should recognize that in the development of a unit, not all children in the class need be engaged in the same activity at the same time. The unit should provide for a sufficient variety of experiences so that even the most limited child in the class can participate. Units will vary in length depending upon the needs and maturity of the group. Generally, units for young slow learning children will be brief in duration and narrow in scope. At the junior high school level the units will become longer and broader in scope. At this level individual differences will be more apparent, but the unit will permit more individual contributions by pupils.

6. The units should offer many opportunities to use and reinforce tool-subject skills and other important learnings.

   The unit of work should, in its course of development, offer opportunities to use skills that the learner has acquired in other areas of the program. Providing for the use of tool-subject skills in a meaningful and realistic way should be a major purpose in developing a unit of work. Teachers should not, however, depend solely upon the resources of the unit to teach skill subjects. Units will rarely provide sufficient opportunity for the development of all the important sequential learnings necessary for the mastery of skill subjects. However, units through activities, should provide opportunities to use writing, computing, reading, and handwork skills of all types.

Planning the Unit

The planning of units by the teacher may be viewed as a three-step process. These steps are:

1. Determining the learning needs of the pupils.
2. Determining how the expressed or implied learning needs of the pupils may be met through the achievement of outcomes from the various persisting life problem areas.
3. Determining the activities which may help accomplish the desired outcomes.

Planning the Unit (continued)

The following hypothetical situation is an illustration of how this approach may be employed in a typical classroom situation. A tenth-grade slow learning class may be interested in the what, when, and how of dating. As the teacher initiates planning for a unit concerning this problem she should look at some of the needs and interests of her pupils which may influence the abilities to meet the problem of dating. Some of the pupil needs which may be readily apparent are:

1. good grooming
2. appropriate dress
3. acceptable manners
4. skill in conversation
5. appropriate leisure-time activities
6. efficient traveling
7. concept of budgeting
8. good relationships with others.

While all of these needs may appear in a rather generalized form, they have specific importance and application to the unit which the class is interested in pursuing. The teacher may wish to design this unit to meet all or a part of the needs identified. Usually the teacher will need to select and limit from a large body of generalized needs those which are most important or pertinent to solving the problem upon which the unit is based. The teacher might proceed to the next step in planning by perusing the various persisting life problems which are concerned with the development of skills similar to those needed to solve the identified needs in the classroom.

The results of the perusal of the persisting life problems may be plotted on a schematic as illustrated on the following page.

Planning the Unit (continued)

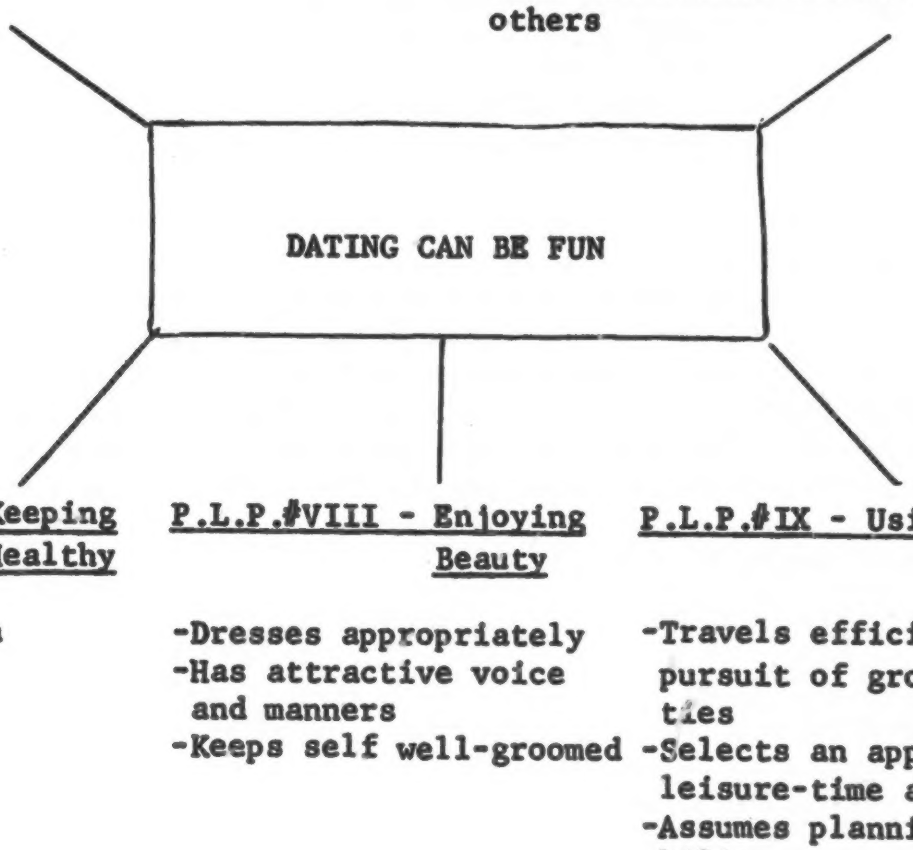
ILLUSTRATED UNITS

P.L.P. #III - Communicating Ideas

- Budgets allowance
- Listens well
- Expresses ideas clearly
- Contributes to conversation
- Uses speaking and listening courtesies

P.L.P. #VI - Getting Along

- Accepts responsibility for his behavior
- Maintains pleasant relationships
- Becomes gracious and poised
- Assumes responsibility for leisure-time activities and welfare of others



P.L.P.#I - Keeping Healthy

- Keeps clean

P.L.P.#VIII - Enjoying Beauty

- Dresses appropriately
- Has attractive voice and manners
- Keeps self well-groomed

P.L.P.#IX - Using Leisure

- Travels efficiently in pursuit of group activities
- Selects an appropriate leisure-time activity
- Assumes planning responsibility

Once the outcomes have been plotted on the schematic, the teacher has a guide which will give direction and scope to the unit. In the next step of planning, the teacher will attempt to determine a variety of activities which may be used to achieve the outcomes plotted on the schematic.

The curriculum guide contains many suggested activities which may give the teacher ideas for achieving various goals. The teacher should recognize that this guide does not contain all the activities which she may want to use to develop specific learnings for a particular group of children. She is encouraged to develop activities which in her professional judgment seem to meet the learning situation.

Using the Persisting Life Problem Approach in a School Program

Special education classes have long been considered a part of a total educational program provided by the school for all children. In developing special education programs, it is important that the special classes fit into the regular school organization and program structure. For the most part administrators, teachers, and parents have come to expect the classroom program, regular or special, to center around specific subject matter, such as science, health, arithmetic, social studies, and language arts. In order that the special class become an integral part of the regular school program, it is necessary to relate the persisting life problem curriculum approach to subject matter areas. A suggested list of units based upon persisting life problems has been prepared for various subject-matter areas.

It should be recognized that a complete subject-matter organization of the classroom program is not usually necessary at the elementary school level where slow learning classes operate as self-contained units. Therefore, some of the overview charts do not contain suggested units for various subject-matter areas at the elementary school level. In addition, certain subject matter is not taught at the elementary level.

PLANNING AND USING UNITS

SOCIAL STUDIES

The following Overview Chart lists suggested units for the social studies area. The units in this subject area attempt to integrate in a meaningful manner the outcomes and activities from the following Persisting Life Problems:

#VI - Learning to Understand Oneself and to Get Along With Others
#IX - Learning to Use Leisure Time Wisely
#XII - Learning to Travel and Move About
#X - Learning to Earn a Living
#XI - Learning to Manage Money
#IV - Learning to be a Responsible Citizen

Minor emphasis is given in this subject area to the following Persisting Life Problems:

#II - Learning to Live Safely
#III - Learning to Communicate Ideas
#VIII - Learning to Appreciate, Create, and Enjoy Beauty
#VII - Learning to Understand the Physical Environment

Teachers should refer to these Persisting Life Problems as a guide when developing suggested social studies units.

OVERVIEW OF SUGGESTED

GROUP I - 6 through 9 Years

Getting To and From School

Learning About Our School*

Learning to Like School

Being a Good School Helper

Sharing With My Classmates

Learning About Special Days

Finding Out About Me

Making and Playing With Friends

Having Fun During Vacation

Having Fun With Toys

Having Fun at Home

Meet My Family

The House I Live In*

Learning About People Who Help Me

Traveling by Bus

Visiting the Zoo

Going to the Circus

Teachers are encouraged to develop additional units which will meet the needs of their classes.

UNITS FOR SOCIAL STUDIES

GROUP II - 10 through 12 Years

Serving My School

Being a Good School Citizen*

Choosing Leaders

Who Am I?*

Learning to Play Games

Manners Can be Fun

Being a Good Traveler

Caring for Pets

Playing Safely

Living With My Family and Neighbors

Sharing Family Work

Having Fun in My Neighborhood

Observing Holidays

Getting Acquainted With My Community

Getting Acquainted With Helpers and Friends

Having a Party

Visiting Interesting Places

*Illustrated

PLANNING AND

OVERVIEW OF SUGGESTED

GROUP III - 13 through 15 Years

7th Grade

- Learning to Know Our New School*
- Getting Along in Junior High School
- Joining School Clubs Can be Fun
- Working With and Through Student Council
- Understanding Ourselves
- Becoming a Teen-ager
- Learning About Others
- Developing and Enjoying a Hobby
- Improving Our Manners
- Playing the Game
- Getting Along With Our Families*
- Knowing Our New School Community
- Using Public Transportation Effectively
- Discovering and Using Community Services

8th Grade

- Being a Good School Citizen
- Serving Our School
- Growing Up
- Developing Good Teenage Manners
- Choosing Friends
- Being a Good Spectator
- Understanding My Family*
- Using Recreational Opportunities in Cincinnati
- Knowing Downtown Cincinnati*
- Exploring Points of Interest in Cincinnati
- Learning About How Our City Was Settled
- Finding Out About Cincinnati's Industries
- Learning About Cincinnati's History
- Becoming a Good Community Citizen

9th Grade - Civics

- Being a Good Citizen*
- Learning About Our Civic Rights and Responsibilities
- Celebrating Important National Holidays
- Participating in Organized Activities
- Understanding Our City Government*
- Learning About Our National History
- Finding Out How Ohio Industries Help Us
- Knowing How Our State Government Works
- Selecting Leaders
- Understanding Community Problems
- Voting in Elections

Teachers are encouraged to develop additional units which will meet the needs and interests of their classes.

UNITS FOR SOCIAL STUDIES

GROUP IV - 16 through 18 Years

10th Grade	11th Grade - American History	12th Grade - American Problems
Learning About Our High School*	Appreciating What Our Heritage Means to us.	Being a Senior
Getting Along in High School	Viewing the History of Our Country	Electing Leaders
Participating in School Activities	Understanding How Our Government Works	Being an Adult
Being a Good Representative of Your School	Seeing the United States as Part of the World	Gaining Friends
Identifying and Developing Personal Assets	Learning What it Means to be an American	Determining My Role at Home, Now and Later
Making the Most of Your Assets	Understanding Current Events	Practicing Acceptable Social Behavior
Developing a Life Plan	Becoming a Good Citizen	Planning My Life's Work
Dating--the What, When, and How	Learning the Highlights of the History of Ohio	Using Leisure Effectively
Developing Social Graces	Learning About Some Famous Cincinnatians, Past and Present	Choosing a Mate
Developing a Hobby	Learning About Our City's Past	Planning a Home
Getting Along With My Family and Others	Exploring Points of Historical Interest*	Providing for Happy Home and Family Living
Using Community Resources for Leisure		Being an Active Citizen
Making the Community a Better Place in Which to Live*		Serving Your Country
Using the Resources of My City		Accepting Differences in People
		Understanding the Law
		Organizing for Action

*Illustrated

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group I - Social Studies

P.L.P. #II - Living Safely

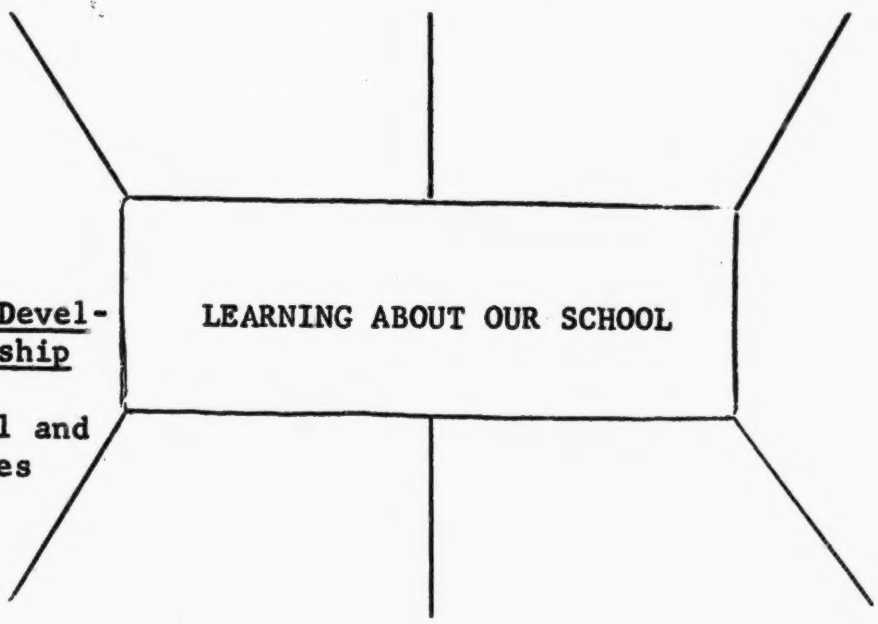
- Practices safety in moving about school building
- Practices safety in classroom

P.L.P. #VI - Getting Along

- Recognizes, understands, and respects authority

P.L.P. #XII - Traveling About

- Finds way around school building
- Knows name of school
- Knows name of principal and certain staff members and locations of their rooms



LEARNING ABOUT OUR SCHOOL

P.L.P. #IV - Developing Citizenship

- Follows school and classroom rules

P.L.P. #X - Earning a Living

- Knows people work at many different kinds of school jobs.
- Performs routine classroom jobs

P.L.P. #VIII - Enjoying Beauty

- Helps keep classroom and school attractive

P.L.P. #VII - Understanding the Environment

- Uses tools and devices found in the school

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group I - Social Studies

P.L.P. #II - Living Safely

-Practices safety at home

-Plays in safe places

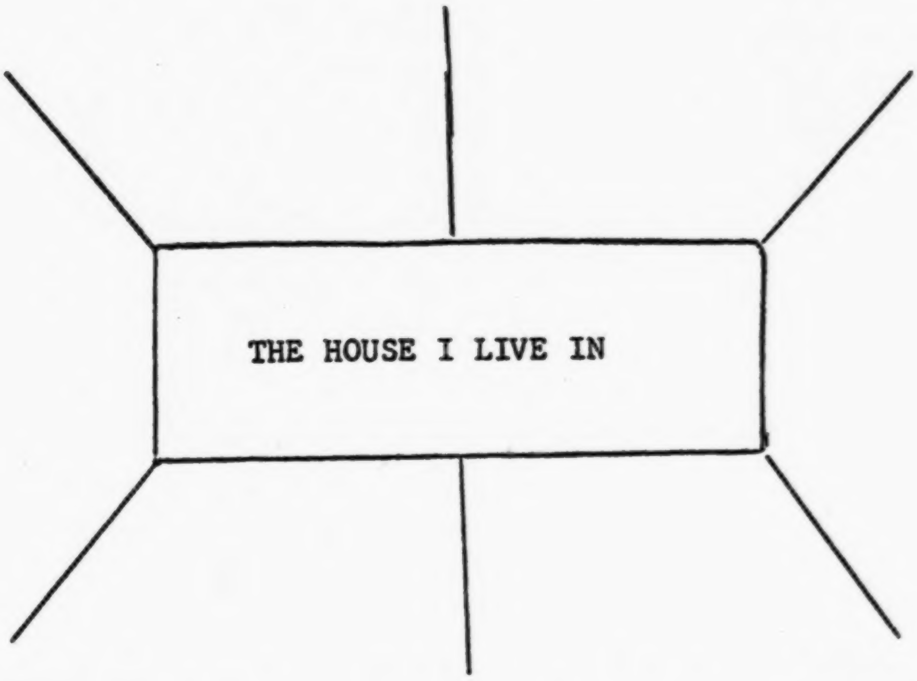
P.L.P. #III -Communicating Ideas

-Knows address and telephone number

--Knows names of his family members

P.L.P. #X - Earning a Living

-Knows people work at many kinds of jobs in the home



P.L.P. #VIII - Enjoying Beauty

-Takes pride in home

-Avoids damaging, littering or defacing

P.L.P. #V - Practicing Homemaking

-Appreciates home

-Helps at home

-Recognizes the different types of homes in neighborhood

-Knows names and functions of rooms in the home

P.L.P. #VII - Understanding the Environment

-Cares for toys

-Operates some household devices

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group II - Social Studies

P.L.P. #III - Communicating Ideas

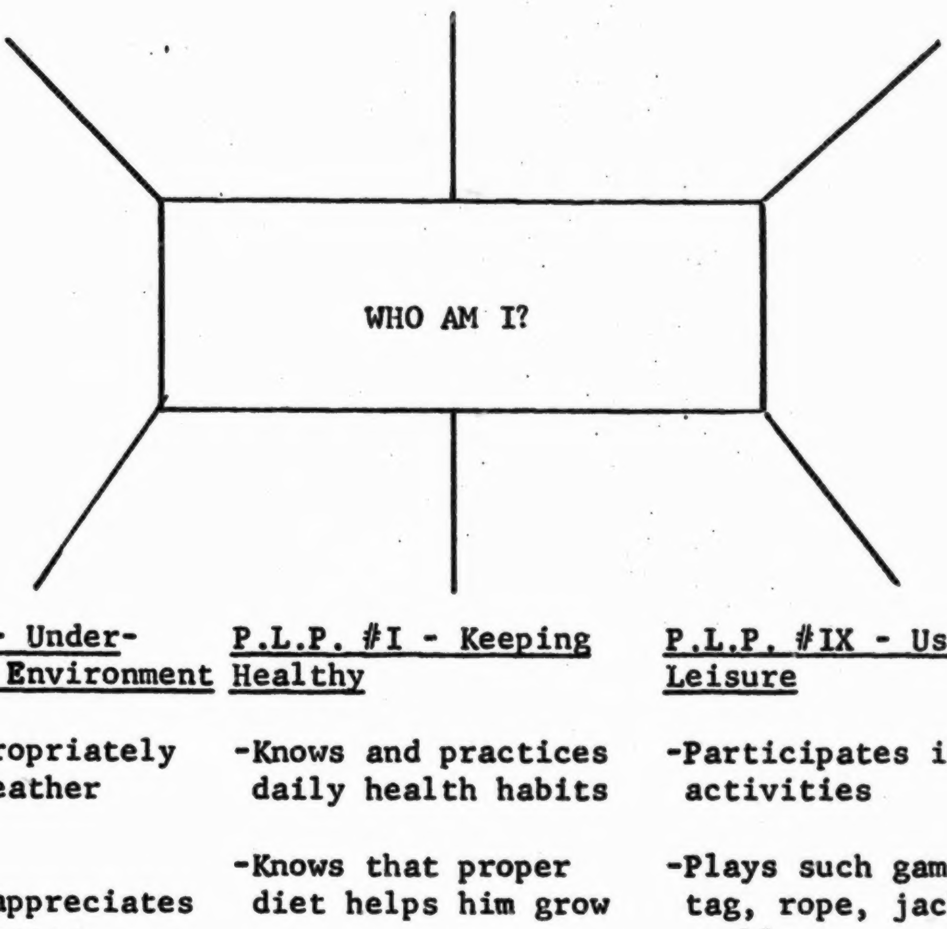
- Writes answers to questions about self
- Discusses personal likes and dislikes
- Talks with friends
- Reads and listens to stories about children of his age level
- Asks and answers questions about self

P.L.P. #IV - Developing Citizenship

- Participates in holiday celebrations
- Sings the National Anthem and other patriotic songs
- Knows that he is an American
- Learns to make simple classroom decisions through voting

P.L.P. #VI - Getting Along

- Acts his age
- Knows how to make friends
- Begins to understand his feelings
- Seeks group respect and acceptance



P.L.P. #VII - Understanding the Environment

- Dresses appropriately for daily weather changes
- Enjoys and appreciates seasonal changes

P.L.P. #I - Keeping Healthy

- Knows and practices daily health habits
- Knows that proper diet helps him grow
- Understands the need for rest
- Knows what to do in an emergency

P.L.P. #IX - Using Leisure

- Participates in group activities
- Plays such games as tag, rope, jacks, and marbles
- Displays an interest in a hobby

ILLUSTRATED UNITS

Group II - Social Studies

P.L.P. #X - Earning a Living

- Serves school in various ways
- Brings paper, pencil, and other school supplies to class
- Performs routine jobs in classroom
- Knows people work at different kinds of school jobs

P.L.P. #III - Communicating Ideas

- Knows name and location of school
- Completes school information blanks
- Tells about school activities
- Listens well

P.L.P. #XI - Managing Money

- Knows value of coins needed for school lunch
- Purchases school supplies
- Spends money for school activities

BEING A GOOD SCHOOL CITIZEN

P.L.P. #II - Living Safely

- Practices safety when traveling about the school
- Practices safety in classroom
- Obeys air raid and fire alarm signals
- Plays safely on playground
- Knows how to get help in an emergency

P.L.P #XII - Traveling About

- Knows way to and from school
- Uses public transportation with minimal supervision
- Reads bus schedules
- Knows correct procedure to follow when using public transportation

P.L.P. #I - Keeping Healthy

- Practices daily habits of bodily cleanliness
- Eats proper foods
- Practices correct posture
- Participates in physical fitness program

PLANNING AND USING UNITS

ILLUSTRATED UNITS

7th Grade - Social Studies

P.L.P. #XII - Traveling About

-Behaves well on the school bus

-Finds out how to get to various places in the school

P.L.P. #IV - Developing Citizenship

-Finds out how to serve school

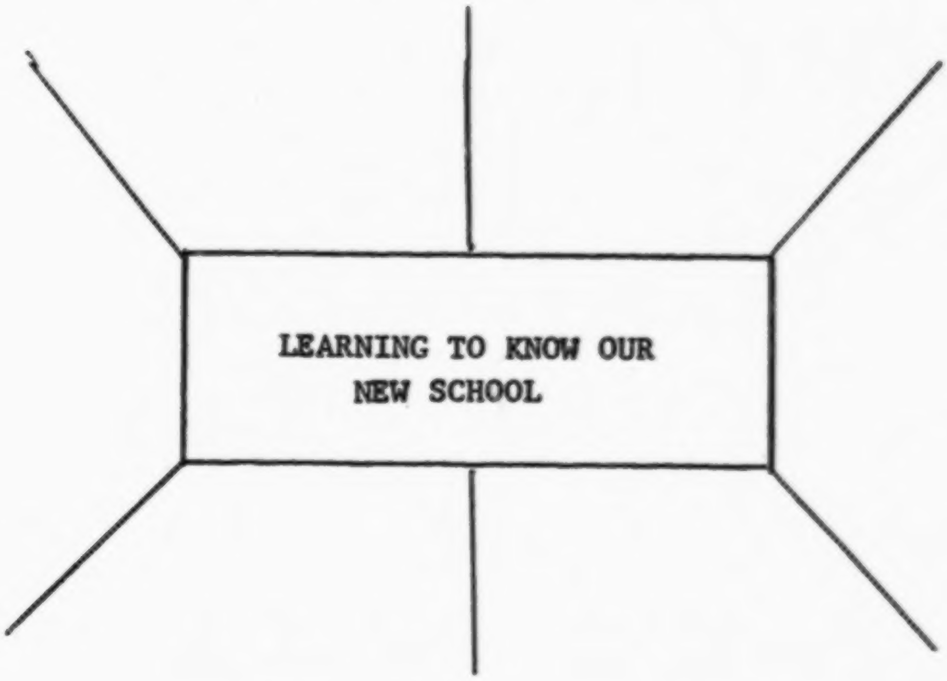
-Knows school rules

-Knows important school personnel by name and title

P.L.P. #II - Living Safely

-Follows the school safety rules

-Obeys traffic signals



P.L.P. #I - Keeping Healthy

-Helps keep school grounds free of litter

-Practices school health rules

P.L.P. #VI - Getting Along

-Exercises self-control

-Practices school loyalty

-Becomes good group leader

P.L.P. #III - Communicating Ideas

-Completes school forms legibly

-Reads school regulations

PLANNING AND USING UNITS

ILLUSTRATED UNITS

7th Grade - Social Studies

P.L.P. #IX - Using Leisure

- Plays various games with family
- Participates in selecting television programs for family viewing
- Participates in family activities

P.L.P. #IV - Developing Citizenship

- Helps care for younger children
- Gets to school on time

P.L.P. #VI - Getting Along

- Tries to understand limits set by parents
- Respects rights of others

GETTING ALONG WITH OUR FAMILIES

P.L.P. #II - Living Safely

- Discusses safety rules with family
- Operates common household equipment safely

P.L.P. #III - Communicating Ideas

- Relates messages accurately
- Sends greeting cards to members of his family
- Carries on social conversation

P.L.P. #XI - Managing Money

- Budgets allowance
- Conserves utilities and food

P.L.P. #V - Practicing Homemaking

- Participates in preparing food and maintaining the home
- Helps perform some household duties and tasks

PLANNING AND USING UNITS

ILLUSTRATED UNITS

8th Grade - Social Studies

P.L.P. #XII - Traveling About

- Plans excursions to downtown points of interest
- Determines which city buses accommodate the downtown area
- Knows important places, buildings, and streets in downtown area

P.L.P. #II - Living Safely

- Heeds pedestrian traffic signs
- Avoids consorting with strangers

P.L.P. #VIII - Enjoying Beauty

- Appreciates points of interest and beauty in downtown area
- Avoids littering

KNOWING DOWNTOWN CINCINNATI

P.L.P. #IV - Developing Citizenship

- Behaves appropriately in public
- Acts courteously
- Respects rules, property, and authority

P.L.P. #III - Communicating Ideas

- Reads and uses city bus schedules
- Uses newspaper as a shopping and interest guide

P.L.P. #X - Earning a Living

- Becomes aware of different types of jobs people do

PLANNING AND USING UNITS

ILLUSTRATED UNITS

8th Grade - Social Studies

P.L.P. #VI - Getting Along

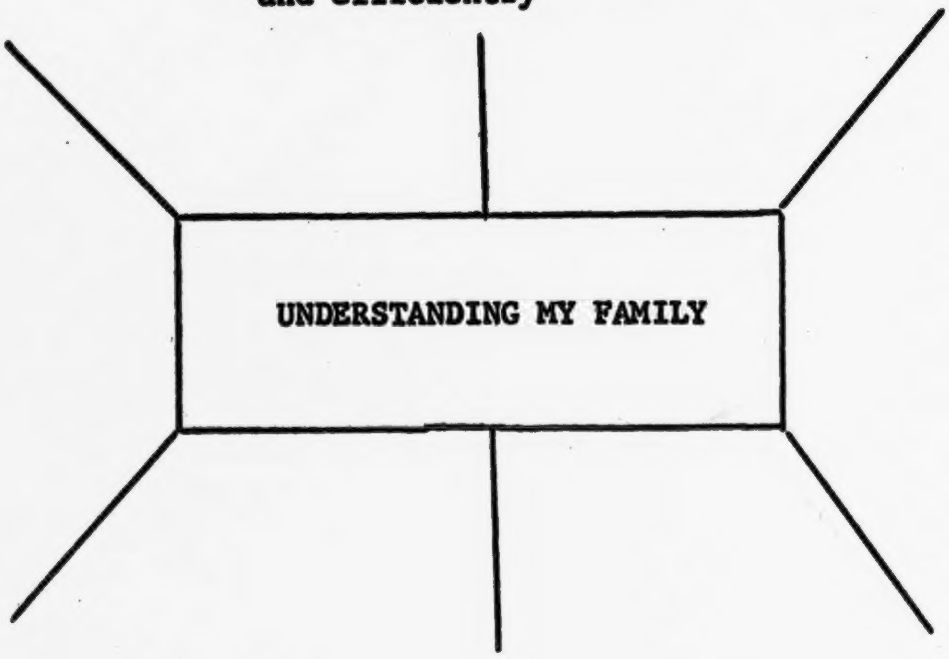
- Becomes a co-operative family member
- Seeks help in understanding difficult problems

P.L.P. #XI - Managing Money

- Helps alleviate the strain on the family budget by doing odd jobs outside the home
- Budgets allowance and earnings
- Handles money carefully and efficiently

P.L.P. #V - Practicing Homemaking

- Performs routine household chores
- Understands personal responsibility for maintaining the home and good family relationships



P.L.P. #VIII - Enjoying Beauty

- Participates in family clean-up and paint-up project
- Avoids cluttering in and around the home

P.L.P. #III - Communicating Ideas

- Converses with family
- Relays family messages accurately
- Seeks and listens to advice

P.L.P. #IX - Using Leisure

- Helps plan family outing
- Entertains at home
- Enjoys leisure activities at home

PLANNING AND USING UNITS

ILLUSTRATED UNITS

9th Grade - Social Studies

P.L.P. #IV - Developing Citizenship

- Practices rules of fair play
- Participates in community projects and activities
- Respects rights and opinions of others
- Respects property rights
- Develops tolerance for others

P.L.P. #III - Communicating Ideas

- Learns simple parliamentary procedures
- Avoids abusing telephone privileges
- Exchanges written greetings
- Understands meaning of term "good citizenship"

P.L.P. #II - Living Safely

- Learns simple first aid
- Practices safety rules in athletics
- Assumes responsibility for not endangering others

BEING A GOOD CITIZEN

P.L.P. #XI - Managing Money

- Spends money wisely
- Saves for a purpose

P.L.P. #IX - Using Leisure

- Participates in after-school activities
- Pursues a hobby

P.L.P. #I - Keeping Healthy

- Observes practices which prevent spread of disease
- Chooses proper diet
- Exercises regularly

PLANNING AND USING UNITS

ILLUSTRATED UNITS

9th Grade - Social Studies

P.L.P. #XII - Traveling About

- Knows location of city government offices
- Understands the need for regulations of transportation

P.L.P. #IV - Developing Citizenship

- Understands reason for laws
- Obeys city regulations
- Knows how to select leaders
- Knows some qualities for leadership
- Understands how the city government operates
- Knows some of the citizens' responsibilities to the government

UNDERSTANDING OUR CITY GOVERNMENT

P.L.P. #III - Communicating Ideas

- Discusses current news involving city government
- Knows some of the procedures for conducting an election

P.L.P. #VIII - Enjoying Beauty

- Knows about city beautification projects
- Knows how government rules keep city beautiful

PLANNING AND USING UNITS

ILLUSTRATED UNITS

10th Grade - Social Studies

P.L.P. #VI - Getting Along

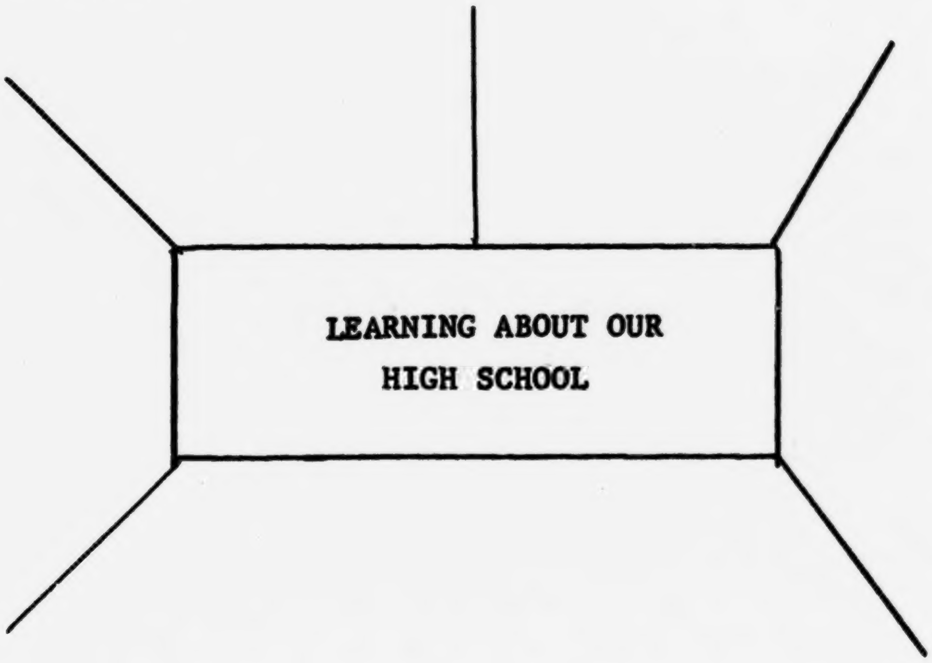
- -Practices appropriate social amenities
- -Takes pride in contribution to school
- -Accepts role of high school pupil
- -Practices acceptable behavior

P.L.P. #IV - Developing Citizenship

- -Finds out about school's traditions and practices
- -Follows class and school regulations

P.L.P. #XI - Managing Money

- -Budgets for personal school needs
- -Budgets time



P.L.P. #II - Living Safely

- -Knows emergency procedures and safety rules
- -Assumes responsibility for practicing safety
- -Knows meaning of safety signs, signals and lights

P.L.P. #XII - Traveling About

- -Knows floor plan and room numbering system
- -Knows location of special facilities
- -Knows best way to move from one area in school to another

PLANNING AND USING UNITS

ILLUSTRATED UNITS

10th Grade - Social Studies

P.L.P. #IV - Developing Citizenship

- Participates in community activities
- Obeys laws
- Respects property

P.L.P. #III - Communicating Ideas

- Converses with ease
- Shows warmth and friendliness
- Uses good conversation manners

P.L.P. #II - Living Safely

- Avoids creating safety hazards
- Takes precautions to protect children
- Knows what to do in an emergency
- Reports hazards

MAKING THE COMMUNITY A BETTER PLACE IN WHICH TO LIVE

P.L.P. #VIII - Enjoying Beauty

- Looks for and maintains beauty in surroundings
- Participates in clean-up campaigns
- Does not litter or destroy

P.L.P. #IX - Using Leisure

- Enjoys keeping home and yard in good condition
- Participates in neighborhood improvement projects

PLANNING AND USING UNITS

ILLUSTRATED UNITS

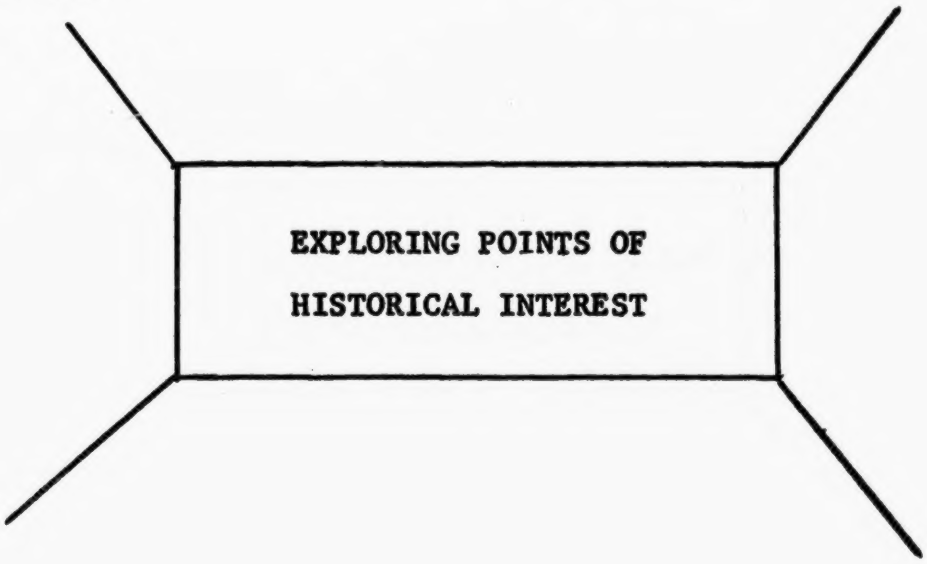
11th Grade - American History

P.L.P. #III - Communicating Ideas

- Reads about places of historical interest
- Reads signs and markers at historical sites
- Seeks information on points of interest
- Writes for pamphlets and other descriptive materials

P.L.P. #XII - Traveling About

- Knows how to obtain travel information
- Knows how to use public travel information
- Knows main highways and directions
- Practices good travel manners



EXPLORING POINTS OF HISTORICAL INTEREST

P.L.P. #IV - Developing Citizenship

- Knows some of the contributions of famous Americans
- Responds appropriately at historical shrines
- Knows some places with historical backgrounds
- Takes pride in American traditions and heritage

P.L.P. #IX - Using Leisure

- Knows some of the famous shrines, parks, and museums
- Enjoys and uses parks, museums, and other points of historical interest

PLANNING AND USING UNITS

ILLUSTRATED UNITS

11th Grade - American History

P.L.P. #IV - Developing Citizenship

- Knows about famous Americans
- Knows origin of holidays
- Seeks to understand and preserve rights of all people
- Knows basic structure and function of various levels of government
- Accepts responsibility for being a contributing citizen
- Knows election procedures

P.L.P. #III - Communicating Ideas

- Enjoys various newspaper and magazine articles concerned with our traditions
- Knows patriotic songs, poems, and traditions
- Has ability to talk about contributions of some famous Americans

P.L.P. #I - Keeping Healthy

- Understands and values health and health standards
- Complies with standards of cleanliness
- Concerns self with health of community

APPRECIATING WHAT OUR HERITAGE MEANS TO US

P.L.P. #XII - Traveling About

- Knows some major historical points of interest in city, state, and county

P.L.P. #VI - Getting Along

- Knows and practices social amenities
- Takes pride in his work contributions
- Recognizes and accepts contributions of others

P.L.P. #VIII - Enjoying Beauty

- Participates in a variety of community activities
- Appreciates nature in his surroundings
- Maintains attractive surroundings
- Helps conserve natural resources and national shrines

PLANNING AND USING UNITS

ILLUSTRATED UNITS

12th Grade - American Problems

P.L.P. #VI - Getting Along

- -Has interest in school activities
- -Functions according to standards set for seniors
- -Accepts beliefs and ideas of others
- -Values friendships
- -Encourages others to respect and co-operate with authority

P.L.P. #VIII - Enjoying Beauty

- -Maintains attractive personal appearance
- -Helps keep school clean and orderly

P.L.P. #IV - Developing Citizenship

- -Participates in school activities
- -Obeys school rules
- -Sets good example for younger pupils

BEING A SENIOR

P.L.P. #II - Living Safely

- -Avoids and reports hazards
- -Practices safety rules

P.L.P. #XI - Managing Money

- -Assumes financial obligations for school expenses
- -Budgets money for expenses
- -Knows how to safeguard money

P.L.P. #X - Earning a Living

- -Seeks adult status
- -Works with minimum supervision on projects
- -Participates in co-op program
- -Concerns self about future occupation

PLANNING AND USING UNITS

ILLUSTRATED UNITS

12th Grade - American Problems

P.L.P. #VI - Getting Along

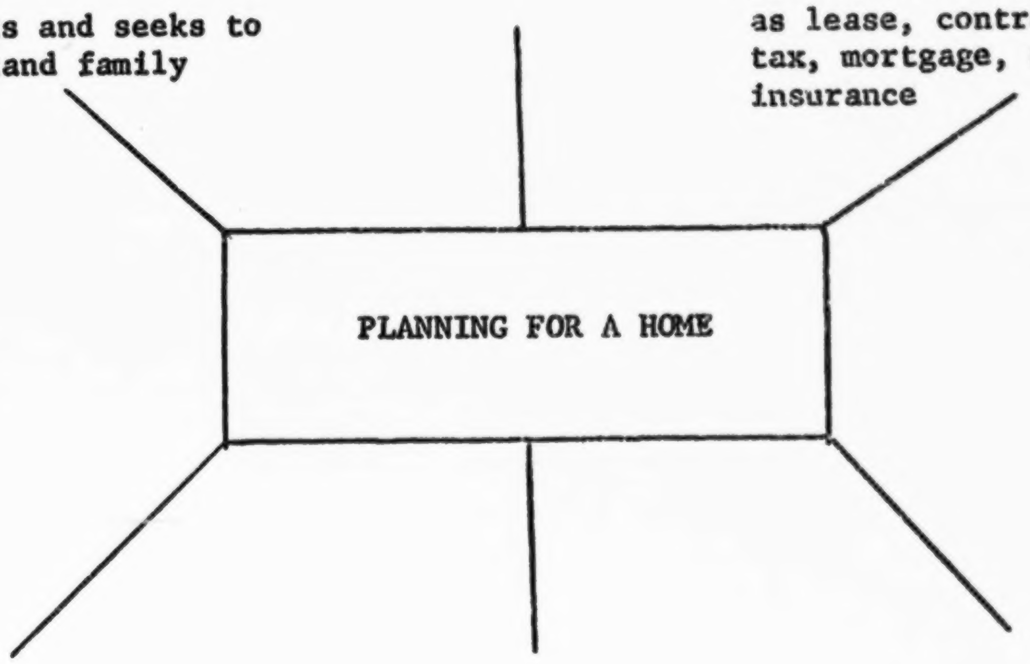
- -Accepts adult status
- -Realizes personal limitations
- -Understands various roles of family members
- -Sets realistic goals
- -Respects and seeks to understand family

P.L.P. #X - Earning a Living

- -Plans home duties
- -Seeks help when needed
- -Completes work
- -Does best at all times

P.L.P. #V - Practicing Homemaking

- -Buys skillfully and economically
- -Takes pride in home
- -Understands that family size is related to housing needs
- -Understands terms, such as lease, contracts, tax, mortgage, and insurance



P.L.P. #XI - Managing Money

- -Uses banking services
- -Plans budget
- -Buys within income

P.L.P. #VIII - Enjoying Beauty

- -Keeps home clean and orderly
- -Maintains an attractive home

P.L.P. #I - Keeping Healthy

- -Plans balanced diet
- -Practices cleanliness
- -Plans for proper rest

PLANNING AND USING UNITS

EDUCATIONAL AND OCCUPATIONAL TRAINING PROGRAM

The occupational training program has as its objectives the development of:

1. attitudes, habits, and understandings which are needed to hold a job successfully.
2. basic skills needed to perform routine and nonskilled jobs
3. work tolerance by giving pupils a variety of actual work experience graduated in terms of increasing duration and difficulty
4. understanding the work a day world by the pupil to insure adequate vocational adjustment upon completion of the school program.

The occupational training program is a two-track program consisting of:

1. training in work skills in a variety of work areas
2. work experience in nonskilled jobs outside the confines of the pupils' schools.

The occupational training program is, for the most part, confined to the senior high school grades. All pupils in the senior high school special classes take part in the occupational education training program. Most pupils are placed on co-op work assignments as part of this training. Limited work experiences are offered to select pupils at the junior high school levels. These work experiences are confined to operating the school store and working in the school lunchroom.

The following Overview Charts list suggested units for the occupational and training program. The units in this area attempt to integrate in a meaningful manner the outcomes and activities from many persisting life problems, particularly the following:

#X - Learning to Earn a Living
#VI - Learning to Understand Oneself and to Get Along With Others
#II - Learning to Live Safely
#XII - Learning to Travel and Move About

PLANNING AND

OVERVIEW OF SUGGESTED UNITS FOR

9th Grade - Job Relations

- Becoming a School Worker
- Learning About the Meaning of Work
- Getting a Work Permit*
- Finding Out About Job Opportunities
- Understanding Employment Laws
- Knowing How to Look for a Job
- Being a Good Worker
- Becoming Ready to Work
- Finding Part-Time and Summer Jobs
- Taking Orders and Directions
- Seeing the Employer's Point of View

10th Grade - Occupational Education

- Finding out About the Occupational Education Program
- Learning About Cafeteria Work
- Learning About Work Opportunities in Auto Maintenance and Care
- Learning About Domestic Service Work
- Learning About Job Opportunities in Home Maintenance and Repair
- Learning About Work Opportunities in Retail Service
- Learning About Work Opportunities in Office Services
- Learning About Work Opportunities in Building Care and Maintenance
- Getting a Job
- Holding a Job*
- Knowing the Responsibility of a Worker
- Taking Pride in Work

Teachers are encouraged to develop additional units which will meet the needs and interests of their classes.

USING UNITS

OCCUPATIONAL EDUCATION AND TRAINING PROGRAM

11th Grade - Occupational Education**

Finding Out About the Responsibilities of the Worker

Finding a Job

Handling Job Problems*
(on-going unit throughout year)

Getting Along With Fellow Workers

Finding Out About Workers' Compensation

Developing Work Skills

Looking at Work From the Employer's Point of View

Exploring Occupational Interests and Attitudes

Seeking Self-Improvement

Developing Pride in Work Experience

12th Grade - Occupational Education**

Becoming a Prestige Co-op Worker

Being a Responsible Wage Earner

Handling Job Problems
(on-going unit)

Considering Union Membership

Evaluating Work Strengths and Limitations

Understanding the Interview Process*

Identifying Employment Opportunities

Determining Jobs I Can Do

Using Employment Agencies

Securing and Developing a Personal Data and Reference File

Seeing the Employer's Point of View

Understanding About Income Taxes and Deductions

Using Job Descriptions

Developing an Occupational Vocabulary

Keeping Personal Records and Reports Related to Work

*Illustrated

**Pupils in the 10th, 11th, and 12th grades also participate in the work-experience program.

PLANNING AND USING UNITS

ILLUSTRATED UNITS

9th Grade - Job Relations

P.L.P. #III - Communicating Ideas

-Writes legibly

-Fills out work permit application forms accurately

-Knows technical words on permit applications

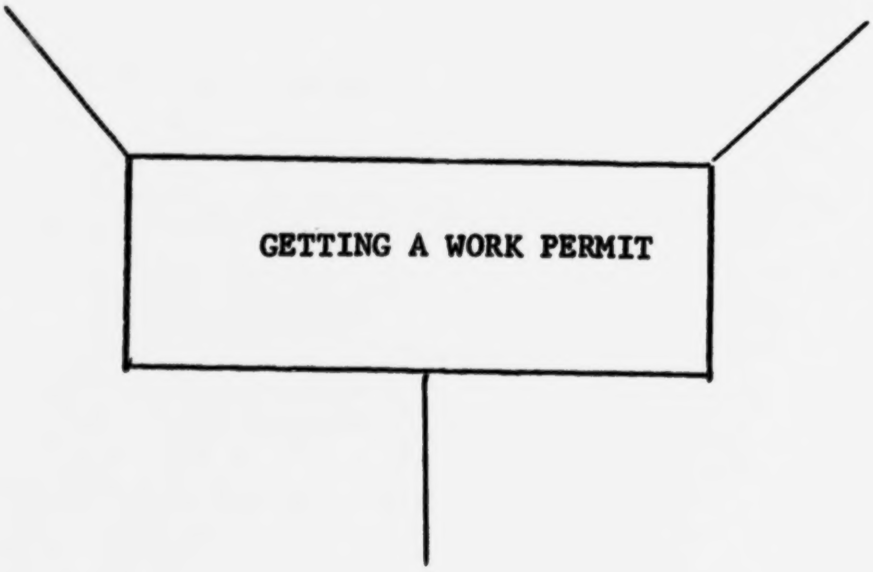
-Asks for information

P.L.P. #X - Earning a Living

-Knows that minors must have work permits

-Knows that job opportunities for minors are limited by law

-Understands that work regulations protect minors



GETTING A WORK PERMIT

P.L.P. #XII - Traveling About

-Knows location of work permit office

PLANNING AND USING UNITS

ILLUSTRATED UNITS

10th Grade - Occupational Education

P.L.P. #III - Communicating Ideas

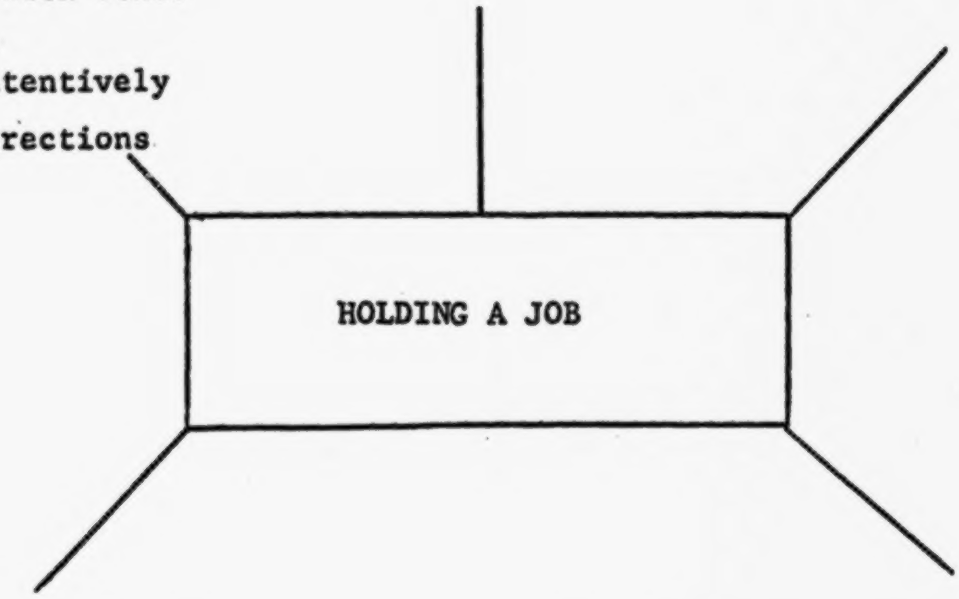
- -Reads labels, signs, and instructions
- -Reads materials which explain social security, unions, taxes, and workmen's compensation
- -Uses simple measurement devices skillfully
- -Computes paycheck
- -Converses with other workers
- -Listens attentively
- -Follows directions

P.L.P. #I - Keeping Healthy

- -Follows job health requirements
- -Knows that diet and rest affect work

P.L.P. #II - Living Safely

- -Practices job safety rules
- -Uses equipment safely
- -Knows emergency procedures
- -Seeks to have safety hazards corrected



P.L.P. #X - Earning a Living

- -Seeks to be an efficient worker
- -Knows responsibility of a worker
- -Understands basic issues concerning unions
- -Follows work procedures and rules

P.L.P. #VI - Getting Along

- -Uses acceptable means of expressing emotions
- -Knows where to go for help in solving personal problems
- -Takes pride in contribution he makes to employer
- -Gets along with co-workers
- -Understands and accepts authority

PLANNING AND USING UNITS

ILLUSTRATED UNITS

11th Grade - Occupational Education

HANDLING JOB PROBLEMS

P.L.P. #VI - Getting Along

- -Accepts adult status
- -Accepts personal handicaps
- -Knows that emotions are normal
- -Sets realistic goals
- -Realizes the effects of his behavior on others

P.L.P. #I - Keeping Healthy

- -Knows that rest and diet affects attitudes
- -Knows that good mental health is important
- -Knows that worry can injure health and work efficiency

P.L.P. #VIII - Enjoying Beauty

- -Maintains attractive appearance
- -Dresses appropriately
- -Practices pleasant voice and manner
- -Knows value of smile

P.L.P. #X - Earning a Living

- -Follows grievance procedures in settling work problems
- -Knows rights, privileges, and responsibilities of a worker

P.L.P. #IX - Using Leisure

- -Realizes importance of relaxation and recreation
- -Uses work-break periods wisely

P.L.P. #XI - Managing Money

- -Plans for job expenses
- -Handles pay wisely

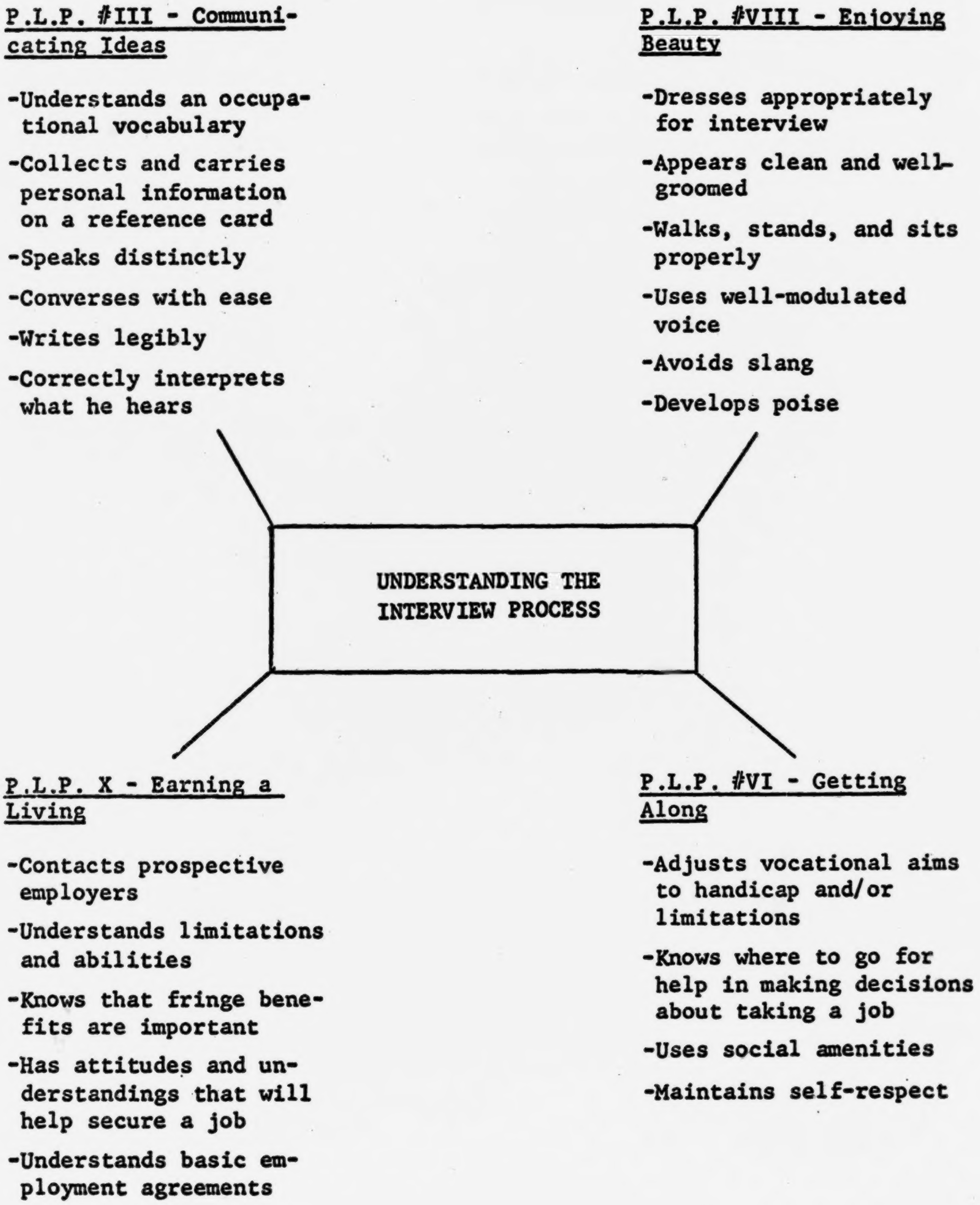
P.L.P. #IV - Developing Citizenship

- -Seeks to contribute to welfare of others
- -Obeys regulations
- -Understands the need for authority

PLANNING AND USING UNITS

ILLUSTRATED UNITS

12th Grade - Occupational Education



P.L.P. #III - Communicating Ideas

- Understands an occupational vocabulary
- Collects and carries personal information on a reference card
- Speaks distinctly
- Converses with ease
- Writes legibly
- Correctly interprets what he hears

P.L.P. #VIII - Enjoying Beauty

- Dresses appropriately for interview
- Appears clean and well-groomed
- Walks, stands, and sits properly
- Uses well-modulated voice
- Avoids slang
- Develops poise

UNDERSTANDING THE INTERVIEW PROCESS

P.L.P. X - Earning a Living

- Contacts prospective employers
- Understands limitations and abilities
- Knows that fringe benefits are important
- Has attitudes and understandings that will help secure a job
- Understands basic employment agreements

P.L.P. #VI - Getting Along

- Adjusts vocational aims to handicap and/or limitations
- Knows where to go for help in making decisions about taking a job
- Uses social amenities
- Maintains self-respect

PLANNING AND USING UNITS

SCIENCE

The following Overview Chart lists suggested units for the science area. The units in this subject area attempt to integrate in a meaningful manner the outcomes and activities from several Persisting Life Problems. Major emphasis is given to content found in:

#VII - Learning to Understand the Physical Environment

Minor emphasis is given in this subject area to the following Persisting Life Problems:

#I - Learning to Keep Healthy
#II - Learning to Live Safely
#V - Learning Homemaking and Family Living
#VIII - Learning to Appreciate, Create, and Enjoy Beauty

Teachers should refer to these Persisting Life Problems as a guide when developing science units.

PLANNING AND

OVERVIEW OF SUGGESTED

GROUP I - 6 through 9 Years

Observing Seasonal Changes

Enjoying Everyday Sounds

Using Simple Tools and Devices

Using Water*

Appreciating Mr. Sun

Finding Out About Wind and Air

Discovering the Sky

Seeing Things Grow

Appreciating Birds

Identifying Animals

Teachers are encouraged to develop
additional units which will meet
the needs and interests of their classes.

UNITS FOR SCIENCE

Group II - 10 through 12 Years

Discovering How Plants Help People*

Appreciating Seasonal Changes

Listening to the Weatherman

Finding Out About Birds and Animals

Learning How Water is a Friend or an Enemy

Experimenting With Water

Caring for a Pet

Learning From Everyday Sounds

Discovering Directions

Using Tools and Devices Correctly

*Illustrated

PLANNING AND

OVERVIEW OF SUGGESTED

7th Grade	8th Grade	9th Grade
Appreciating How Water Serves Us*	Using Plants in Our Daily Living	Knowing Some Sources of Mechanical Power
Knowing How We Get Our Food and Clothing	Eliminating Household Pests	Using and Caring For Mechanical Devices
Getting Acquainted With Birds and Animals in the Cincinnati Area	Preserving Foods	Using Coin Machines Effectively
Knowing How Inventions Change Our Lives	Knowing About Animals in the Cincinnati Area	Relating the Concept of Time and Space to Our Needs
Using Heat and Light	Conserving Nature and Wildlife	Practicing Simple Forms of Conservation
Learning How Seasonal Changes and weather Affect Us	Using Simple Machines and Tools	Identifying Sources of Energy We Use
Knowing About Weather Predictions	Using Electricity Efficiently	Recognizing Our Dependence on Plant Life
Growing and Using Plants	Understanding Time, Direction, and Distance	Learning How We Rely on Animals
		Using Instruments that Help Us Communicate With Others
		Finding Out How Heat, Light, and Sound Help Us
		Appreciating How Sun, Air and Water Help Us

Teachers are encouraged to develop additional units which will meet the needs and interests of their classes.

USING UNITS

UNITS FOR SCIENCE

10th Grade	11th Grade	12th Grade - Health-Science
(Science is not taught at this grade level)	Understanding Flood Control	Eating to Enjoy Health
	Knowing How Man Uses Electricity	Understanding How My Body Functions*
	Knowing How Weather Affects Life *	Making the Most of My Appearance
	Appreciating Man's Dependence on Nature	Practicing Safety
	Understanding How Water is Purified	Planning Work, Rest, and Recreation
	Knowing Causes and Controls for Water Polution	Planning for Marriage and Family
	Using and Maintaining Household Electrical Equipment	Using Community Health Facilities
	Understanding Methods of Household Cooling and Heating	Realizing the Dangers of Alcohol, Drugs, and Tobacco
	Using Simple Machines in Our Daily Work	Overcoming Mental and Physical Handicaps
	Understanding the Use of Lubricants	Planning for My Family's Health Needs
	Knowing Basic Procedures For Growing Plants	Appreciating Occupational and Social Health Programs
	Controlling Insects and Weeds	Being Alert to the Body's Warning System
	Learning to Think Scientifically	

*Illustrated

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group I - Science

P.L.P. #I - Keeping Healthy

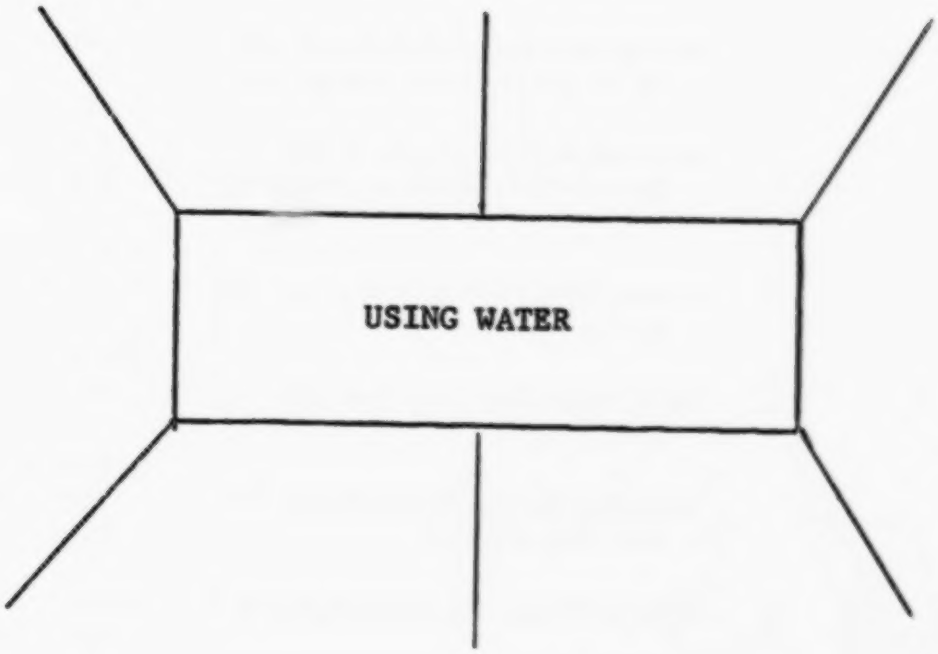
- -Uses water to keep clean
- -Washes raw foods
- -Uses drinking fountain properly
- -Knows some uses of water in the home

P.L.P. #VII - Understanding Environment

- -Discovers some of the uses of water in different forms
- -Begins to operate water-control devices

P.L.P. #IX - Using Leisure

- -Enjoys playing in and with water



P.L.P. #X - Earning a Living

- -Uses water appropriately when doing home and classroom tasks

P.L.P. #II - Living Safely

- -Practices water safety
- -Knows that water temperature must be adjusted for safe use

P.L.P. #XII - Traveling About

- -Becomes aware that people travel on water by boat

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group II - Science

P.L.P. #VII - Understanding Environment

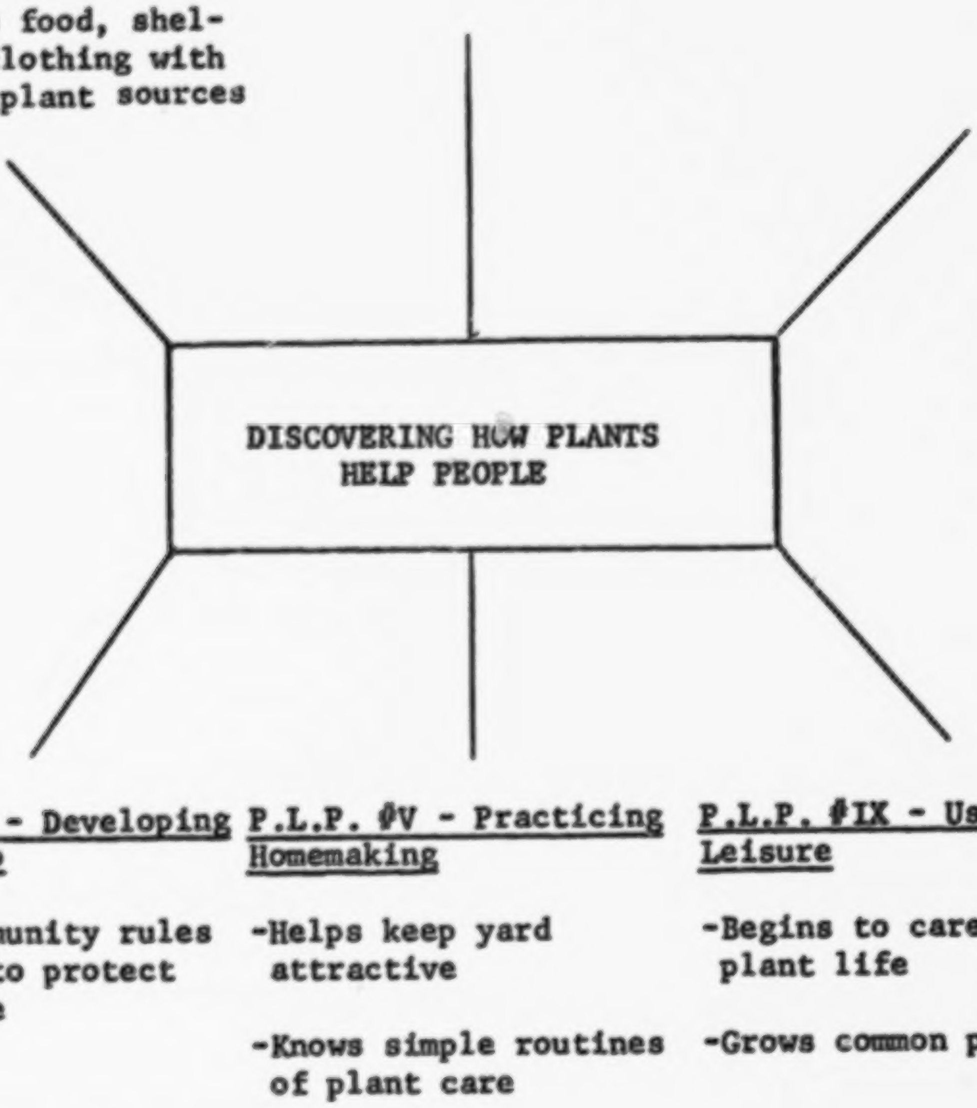
- Finds out that man needs and uses plant life
- Develops an interest in growing plants
- Associates food, shelter, and clothing with different plant sources

P.L.P. #I - Keeping Healthy

- Associates good health with eating certain plant foods

P.L.P. #VIII - Enjoying Beauty

- Becomes aware of plant beauty
- Knows simple ways of decorating with flowers



DISCOVERING HOW PLANTS HELP PEOPLE

P.L.P. #IV - Developing Citizenship

- Obeys community rules designed to protect plant life

P.L.P. #V - Practicing Homemaking

- Helps keep yard attractive
- Knows simple routines of plant care

P.L.P. #IX - Using Leisure

- Begins to care for plant life
- Grows common plants

PLANNING AND USING UNITS

ILLUSTRATED UNITS

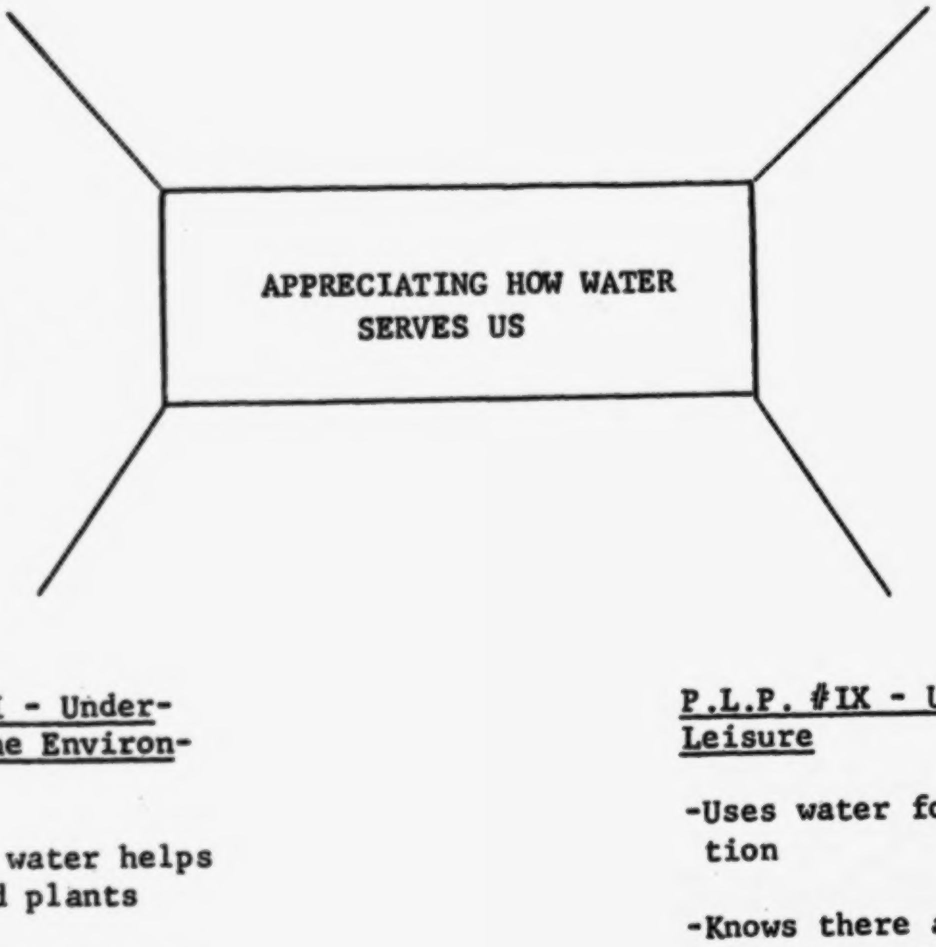
7th Grade - Science

P.L.P. #I - Keeping Healthy

- -Uses water to aid in cleanliness
- -Knows body requires water
- -Knows the use of water in sterilization
- -Knows the uses of water in sanitation

P.L.P. #V - Practicing Homemaking

- -Uses water in food preparation
- -Uses water in care of home
- -Uses water in care of clothing



APPRECIATING HOW WATER SERVES US

P.L.P. #VII - Understanding the Environment

- -Knows how water helps people and plants
- -Knows water can cause problems
- -Knows water affects temperature
- -Knows the forms of water

P.L.P. #IX - Using Leisure

- -Uses water for recreation
- -Knows there are lakes, streams, ponds, rivers, and oceans

PLANNING AND USING UNITS

ILLUSTRATED UNITS

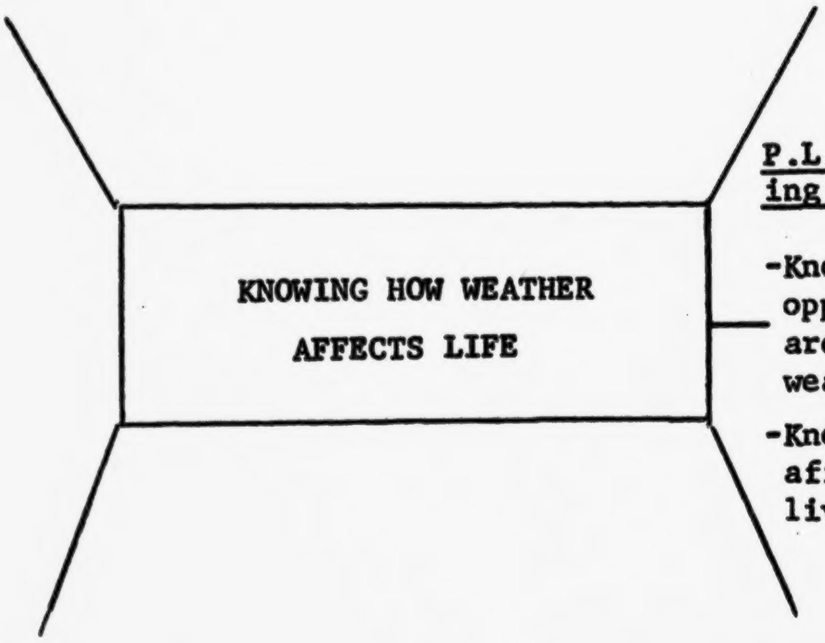
11th Grade - Science

P.L.P. #I - Keeping Healthy

- Relates physical activity to weather
- Dresses appropriately for weather conditions
- Understands the relation between weather conditions and diet

P.L.P. #IX - Using Leisure

- Knows how weather controls leisure-time activities
- Knows variety of games and sports appropriate to various seasons



KNOWING HOW WEATHER AFFECTS LIFE

P.L.P. #X - Earning a Living

- Knows how work opportunities are affected by weather
- Knows how weather affects cost of living

P.L.P. #VII - Understanding the Environment

- Understands the relationship between weather and plant growth
- Understands how weather affects transportation
- Understands how weather changes come about
- Knows some of the effects of weather on natural resources

P.L.P. #VIII - Enjoying Beauty

- Appreciates the beauty of seasonal changes
- Enjoys changes in the weather

HEALTH AND SAFETY

The following Overview Chart lists suggested units for the health and safety area. The units in this subject area attempt to integrate in a meaningful manner the outcomes and activities from several persisting life problems. Major emphasis is given to the following Persisting Life Problems:

#I - Learning to Keep Healthy
#II - Learning to Live Safely
#IX - Learning to Use Leisure Time Wisely
#VIII - Learning to Appreciate, Create, and Enjoy Beauty

Minor emphasis is given to the following Persisting Life Problem:

#VI - Learning to Understand Oneself and To Get Along With Others*

Teachers should refer to these Persisting Life Problems as a guide when developing health and safety units.

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*In classes for slow learners, boys and girls are sometimes separated for health and safety instruction. Therefore, most units relating to mental health are taught in the social studies area of the program. However, minor emphasis is given to certain aspects of mental health in the health and safety area.

OVERVIEW OF SUGGESTED UNITS FOR

Group I - 6 through 9 Years

Knowing Safety Colors

Knowing Safety Sounds

Developing the Five Senses

Traveling Safely by Car or Bus

Walking Safely

Using Safety Signs at Home, at School, and in the Neighborhood

Practicing Fire Safety*

Avoiding Poisons and Medicines

Caring for and Using Materials Safely

Playing Safely

Appreciating Friends Who Keep Us Safe

Wearing Proper Clothes in Different Seasons

Following Daily Health Routines

Knowing When I Am Clean

Protecting Eyes, Ears, and Nose

Practicing Safety With Animals

Practicing Playground Safety

Teachers are encouraged to develop additional units which will meet the needs and interests of their classes.

USING UNITS

FOR HEALTH AND SAFETY

Group II - 10 through 12 Years

Practicing Safety All the Time

Traveling Safely

Learning New Safety Rules as I Grow Up

Practicing Personal Safety Responsibilities

Practicing Safety When Using Machines

Preventing Accidents at Home

Avoiding Safety Hazards

Playing Safely

Being a Safe Passenger

Keeping Clean

Practicing Good Health Habits

Eating for Health*

Appreciating Clean Neighborhoods

*Illustrated

PLANNING AND

OVERVIEW OF SUGGESTED UNITS

7th Grade

Being Neat and Clean

Eating to Grow

Protecting Eyes and Ears

Practicing Body Care

Avoiding Injuries

Practicing Regularity in Health Habits

Preventing Fire Hazards

Using Precautions With Medicines

Reacting Positively to Emergencies

Evaluating and Practicing School Safety Rules

Using Mechanical Equipment With Care

8th Grade

Exercising for a Healthy Body

Getting Proper Rest

Choosing Food Wisely*

Caring for Personal Appearance

Understanding Relationship Between Physical and Mental Health

Knowing and Using Health Services

Reporting Accidents and Injuries

Using Public Transportation Efficiently and Safely

Understanding Safety Signs

Practicing Care in Traveling and Moving About

Understanding the Need for Safety Regulations

Helping Maintain Safety Measures Around Us

9th Grade

Preventing the Spread of Disease

Caring for the Skin

Understanding My Changing Body

Understanding How My Body Works

Protecting My Eyes

Practicing Sound Habits of Diet

Following Medical Directions

Practicing Sanitation

Knowing Effects of Alcohol, Tobacco, and Drugs

Developing a Sound Body

Preventing Accidents

Practicing the Essentials of Good Grooming

Avoiding Food Fads

Teachers are encouraged to develop additional units which will meet the needs and interests of their classes.

USING UNITS

FOR HEALTH AND SAFETY

10th Grade - Driver Education

Understanding the Driver's Responsibility

Knowing Driving Rules and Regulations

Getting a Driver's License

Carrying Auto Insurance

Maintaining and Keeping Your Car in Repair

Operating an Automobile Safely

Avoiding Accidents

Reporting Accidents

Becoming a Mature Driver

Buying a Safe and Sound Automobile

Using Courtesy, Consideration, and Common Sense

Being a Safe and Sensible Passenger

Relating Safety to Road Conditions

11th Grade

Developing Vim, Vigor, and Vitality

Improving My Body Build

Controlling the Spread of Disease

Separating Fact From Superstition

Appraising Health Advertising

Planning a Physical-Fitness Program

Avoiding Aches and Pains

Understanding Skin Care and Protection

Respecting and Protecting Your Body

Knowing How Mental Health Affects Diet

12th Grade

Eating to Enjoy Health

Understanding How My Body Functions*

Making the Most of My Appearance

Practicing Safety

Planning Work, Rest, and Recreation

Planning for Marriage and Family

Using Community Health Facilities

Realizing the Dangers of Alcohol, Drugs, and Tobacco

Overcoming Mental and Physical Handicaps

Planning for My Family's Needs

Appreciating Occupational and Social Health Programs

Being Alert to the Body's Warning System

*Illustrated

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group I - Health and Safety

P.L.P. #II - Living Safely

-Follows teacher's directions during fire drill

-Recognizes fire alarm signal

-Avoids playing with matches and fire

-Knows fire drill routines

P.L.P. #V - Practicing Homemaking

-Becomes aware of fire prevention practices at home

P.L.P. #XII - Traveling About

-Knows the meaning of and responds to the fire siren

-Obeys authority when a fire is nearby

PRACTICING FIRE SAFETY

P.L.P. #IV - Developing Citizenship

-Respects fire safety equipment

-Appreciates firemen and their services

P.L.P. #VI - Getting Along

-Stays with his partner and class during fire drill

-Aids the child who needs special help during fire drill

P.L.P. #III - Communicating Ideas

-Listens carefully to fire safety practices

-Knows fire safety words

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group II - Health and Safety

P.L.P. #VII - Understanding Environment

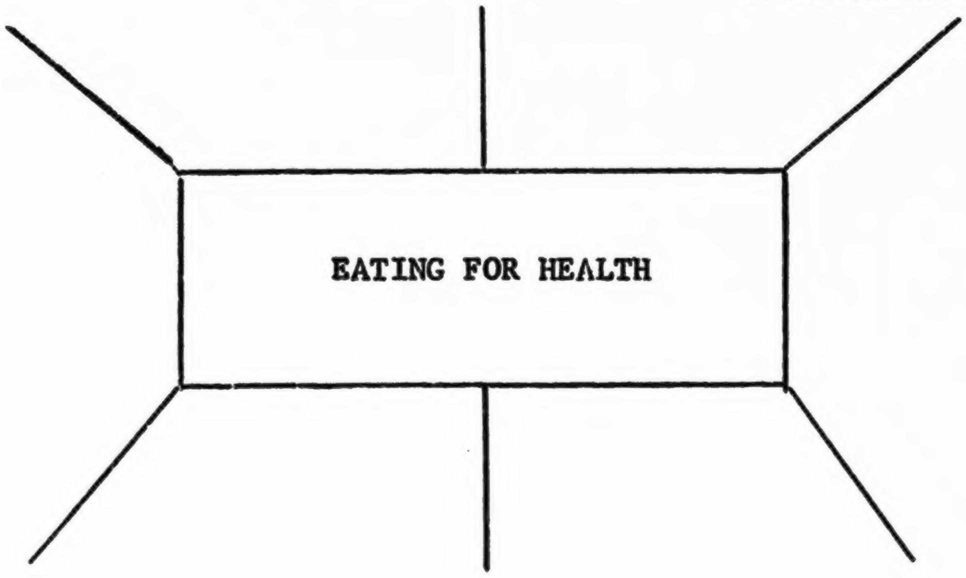
- Identifies plants commonly used for food
- Knows that some animals and birds are used for food

P.L.P. #I - Keeping Healthy

- Identifies four basic food groups
- Associates appropriate foods with certain meals
- Becomes interested in which foods help the body grow
- Selects and eats unfamiliar foods

P.L.P. #II - Living Safely

- Remembers safety rules about eating when swimming
- Washes fruit before eating
- Knows how to care for leftover foods
- Knows dangers of contaminated foods



EATING FOR HEALTH

P.L.P. #IX - Using Leisure

- Knows foods suitable for picnics

P.L.P. #V - Practicing Homemaking

- Knows how to prepare some foods
- Knows the need for cleanliness when handling food
- Practices basic table manners
- Knows how to handle eating utensils properly

P.L.P. #XI - Managing Money

- Uses "snack" money wisely

ILLUSTRATED UNITS

8th Grade - Health and Safety

P.L.P. #III - Communicating Ideas

- -Reads newspaper food ads
- -Reads menus
- -Reads labels
- -Figures lunch cost
- -Figures costs of groceries
- -Knows the names of a variety of foods

P.L.P. #V - Homemaking Skills

- -Buys food skillfully
- -Plans simple menus
- -Understands importance of balanced meals
- -Practices good eating habits
- -Handles food with care
- -Stores food properly

CHOOSING FOOD WISELY

P.L.P. #XI - Managing Money

- -Budgets lunch expenditures
- -Buys food in season
- -Buys food in appropriate quantities
- -Limits impulse buying of food

P.L.P. #I - Keeping Healthy

- -Appreciates need for the four basic foods
- -Eats meals regularly
- -Selects and eats a variety of foods
- -Knows dangers of indiscriminate dieting

PLANNING AND USING UNITS

ILLUSTRATED UNITS

12th Grade - Health and Safety

P.L.P. #I - Keeping Healthy

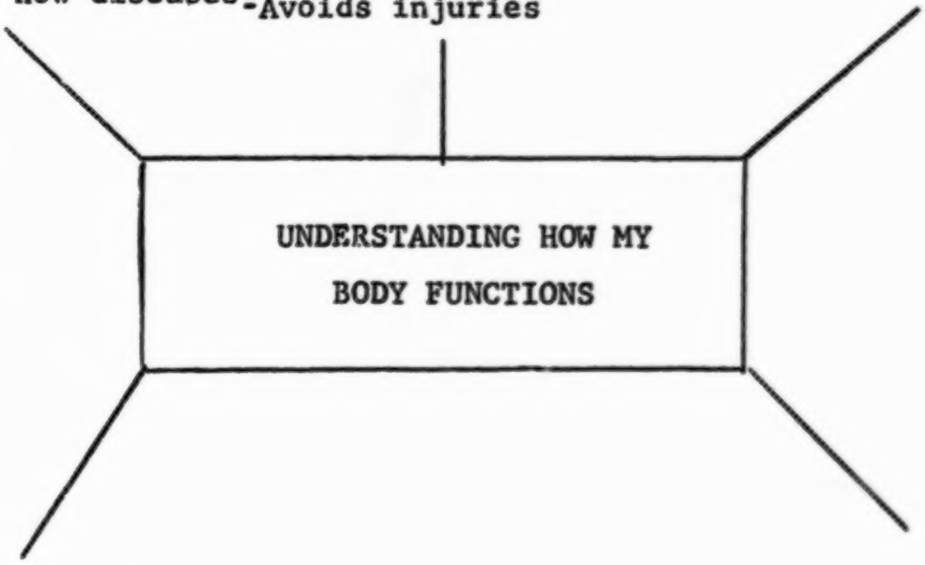
- Relates diet to health
- Consults doctor on unusual weight problems
- Appreciates need for rest
- Practices body cleanliness
- Knows danger associated with use of drugs, alcohol, and tobacco
- Understands how diseases spread

P.L.P. #I - Keeping Healthy (cont'd)

- Understands reasons for vaccinations and innoculations
- Knows how to use public health services
- Practices skin care
- Appreciates need for regular medical and dental check-ups
- Provides for exercise
- Avoids injuries

P.L.P. #V - Practicing Homemaking

- Practices basic sanitary measures
- Provides for safety of others
- Understands responsibilities of parenthood
- Knows how to handle emergencies
- Knows need for child care



UNDERSTANDING HOW MY BODY FUNCTIONS

P.L.P. #VI - Getting Along

- Understands and accepts physical self
- Understands and accepts mental limitations
- Understands and accepts sex role
- Expresses feelings in socially acceptable ways

P.L.P. #VIII - Enjoying Beauty

- Uses attractive voice and manners
- Maintains poise
- Knows effect of posture on health

ENGLISH AND ARITHMETIC

at the Secondary Level

The following Overview Charts list suggested units for the English and arithmetic areas of the program. English and arithmetic are taught primarily as developmental skills in the elementary programs. Consequently, no units have been developed for this level.

In addition to these charts, the teacher should refer to the more complete description of outcomes and activities for teaching language arts and arithmetic listed in the following Persisting Life Problems:

#III - Learning to Communicate Ideas
#XI - Learning to Manage Money
#V - Learning Homemaking and Family Living

OVERVIEW OF SUGGESTED

Reading, writing, spelling, speaking, and grammar are taught on a developmental basis at ing units are suggested to reinforce and extend pupils' experiences in all language arts

7th Grade

- Being a Better Teen-age Reader
- Reading for Fun
- Reading to Find Out
- Reading to Follow Directions
- Using the Public Library
- Giving Book Reports
- Reporting Orally
- Improving Our Speech
- Acquiring Telephone Know-How
- Being a Good Listener
- Writing Simple Notes, Messages, and Classroom Papers
- Developing Pride in Written Work
- Writing a Daily Diary
- Organizing a Notebook
- Completing Information Forms

8th Grade

- Reading and Making Reports
- Using the Library for Fun and Information
- Finding Special Interest Information in Newspapers
- Reading With Accuracy
- Saying What We Mean
- Giving Oral Reports
- Giving Simple Oral Directions
- Using Speech in Social Situations
- Speaking Clearly
- Learning by Listening
- Following Oral Instructions
- Developing Good Listening Habits
- Writing Simple Letters
- Writing Simple Reports
- Keeping a Notebook

9th Grade

- Reading for Fun and Information*
- Using the Telephone Directory
- Using the Dictionary
- Using a Building Directory
- Using Street Signs and House Numbers
- Practicing Telephone Skills
- Explaining Procedures and Giving Directions
- Giving Reports and Demonstrations
- Making Introductions
- Seeking Information and Making Requests
- Avoiding Common Grammatical Errors
- Practicing Listening Courtesies
- Listening for Details
- Listening for Fun
- Writing Social Letters
- Completing Simple Application Forms
- Writing Reports
- Writing Simple Stories

Teachers are encouraged to develop additional units which will meet the needs and interests of their classes.

UNITS FOR ENGLISH

each grade level. See outcome charts for specific skill expectancy levels. The follow-
areas.

10th Grade

- Reading Instructions and Directions
- Reading and Making Reports
- Improving Reading Skills
- Building Your Vocabulary
- Speaking Clearly
- Asking Questions and Seeking Information
- Explaining Your Feelings
- Carrying on Conversations
- Talking to a Group
- Listening and Learning
- Developing Good Listening Habits
- Improving Writing Habits
- Following a Format for Written Reports
- Writing About Interesting People, Places or Things

11th Grade

- Seeking to Improve Your Reading
- Reading About Occupations
- Reading to Gain Information
- Building an Occupational Vocabulary
- Reading to Keep Abreast of the Times
- Making and Accepting Introductions
- Becoming a Good Speaker
- Making Good Conversation*
- Giving and Asking for Information
- Choosing the Right Words
- Distinguishing and Remembering Important Facts
- Following Oral Instructions
- Listening to and Organizing Facts
- Using Good Writing Habits
- Organizing Your Writing
- Creating a Good Image Through Writing

12th Grade

- Reading to Find Jobs
- Reading Labels, Signs, Maps, and Directions
- Making Friends Through Reading
- Reading, Interpreting, and Completing Simple Business Forms
- Reading to Make Your Vote Count
- Using the Newspaper Effectively
- Reading to Solve Personal Problems
- Introducing Yourself
- Using the Telephone Wisely
- Developing Interview Techniques
- Conversing With Ease
- Making the Most of Your Voice
- Avoiding Common Speaking Errors
- Practicing Critical Listening
- Being a Good Social Listener
- Writing Social Notes
- Completing Applications
- Writing Business Letters
- Organizing and Writing Reports

*Illustrated

PLANNING AND USING UNITS

ILLUSTRATED UNITS

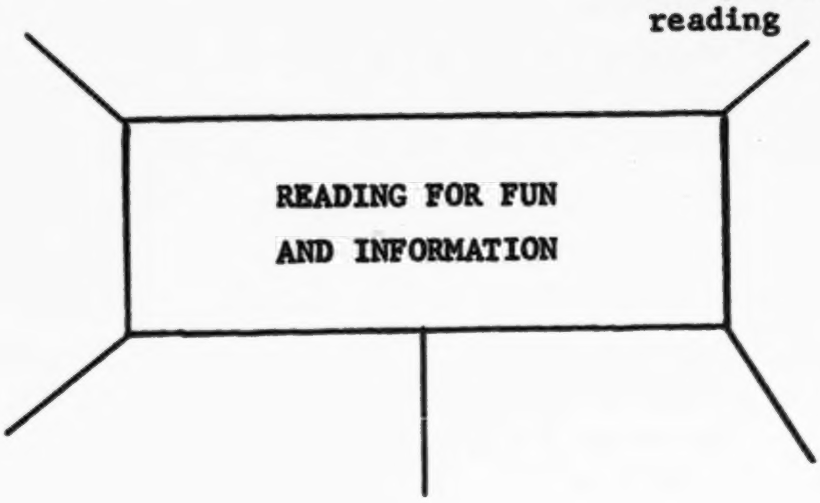
9th Grade - English

P.L.P. #III - Communicating Ideas

- -Uses library
- -Reads magazines and papers
- -Works simple word puzzles and quizzes
- -Secures special interest reading materials
- -Uses T.V., radio, and movie guides

P.L.P. #IV - Developing Citizenship

- -Reads about and obeys laws
- -Seeks social advice through reading
- -Reads about holidays
- -Knows contributions of famous Americans
- -Concerns self with American traditions and practices through reading



P.L.P. #VIII - Enjoying Beauty

- -Enjoys literature geared to his understanding
- -Enjoys stories about colorful characters and events
- -Concerns self with styles

P.L.P. #IX - Using Leisure

- -Reads game rules
- -Follows sports results in newspaper
- -Enjoys cartoons, jokes, and funny stories
- -Reads notices of community activities

P.L.P. #V - Practicing Homemaking

- -Reads about clothing styles in ads
- -Reads ads
- -Reads directions

PLANNING AND USING UNITS

ILLUSTRATED UNITS

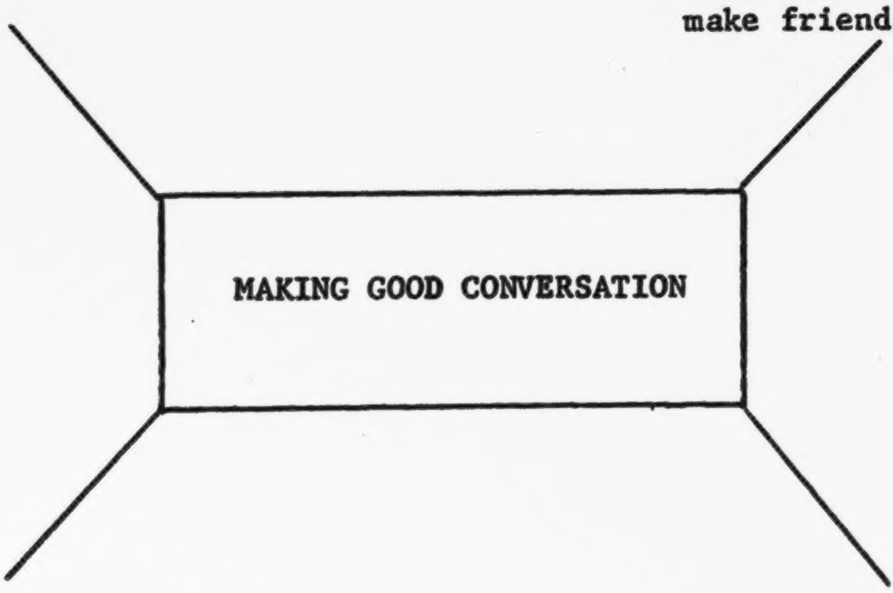
11th Grade - English

P.L.P. #III - Communicating Ideas

- Uses well-modulated voice
- Avoids slang and profanity
- Collects conversational topics through reading
- Enunciates clearly

P.L.P. #VI - Getting Along

- Expresses feelings in adult manner
- Uses social amenities
- Takes pride in his contributions
- Shows interest in others
- Asserts self when necessary
- Knows how to meet and make friends



P.L.P. #IX - Using Leisure

- Visits and entertains friends
- Engages in a variety of activities
- Assumes responsibility when visiting others
- Engages in conversation with people of various interests and ages
- Develops conversational skills

P.L.P. #IV - Developing Citizenship

- Accepts the rights of others to differ
- Appreciates the contributions of others
- Concerns self with important local and national affairs

PLANNING AND

OVERVIEW OF SUGGESTED

Arithmetic computation and reasoning are taught on a developmental basis at each following units are suggested to reinforce and extend pupils' experiences in

7th Grade	8th Grade	9th Grade
Planning the Purchase of School Supplies, Equipment, and Lunch	Managing Money for Daily Needs	Using Numbers in Living
Using the Clock	Using a Thermometer	Measuring for Accuracy
Making Use of the Calendar	Relating Travel and Distance	Knowing About Clothing Sizes
Using a Ruler	Making Change Accurately	Reading Maps
Counting and Handling Money	Computing Ages	Handling Pay Checks
Identifying Forms and Figures	Using Numbers to Find People and Places	Constructing a Simple Budget
Making Classroom Graphs and Charts	Relating the Calendar to Time	Planning Expenditures for Special Occasions
Weighing and Measuring Ourselves	Experimenting With Measurements	Using Forms and Figures in Daily Living
Using Coin Machines		Developing Time and Space Understanding*
		Keeping Score

Teachers are encouraged to develop additional units which will meet the needs and interests of their classes.

USING UNITS

UNITS FOR ARITHMETIC

grade level. See outcome charts for specific skill expectancy levels. The situations requiring a use and understanding of number concepts:

10th Grade

- Understanding Graphs, Tables, and Charts
- Using Measurements effectively
- Using Parts and Wholes
- Recognizing and Using Roman Numerals
- Managing Daily Money*
- Measuring for Household Furnishings and Decorations
- Using Mathematics in Cooking
- Computing Automobile Costs
- Making Estimates
- Using Maps Effectively

11th Grade

- Getting the Most Out of Earnings
- Buying Wisely
- Understanding Pay Deductions
- Figuring Paychecks
- Relating Time and Distance
- Selling on Commission
- Doing Piecework
- Buying on Installment
- Spending the Family Dollar
- Putting Money to Work
- Using Patterns, Drawings, and Models
- Computing Mailing and Shipping Costs

12th Grade

- Budgeting, Borrowing, and Saving
- Figuring and Reporting Income Tax
- Understanding Interest and Other Fees
- Planning for Future Expenditures
- Figuring Rates, Hours, and Wages
- Computing Scores and Averages
- Estimating Effectively
- Keeping Household Accounts
- Using Mathematics in the Home and on the Job
- Buying Insurance
- Getting Your Money's Worth
- Buying or Renting a Home
- Reading Meters, Scales, and Registers

*Illustrated

PLANNING AND USING UNITS

ILLUSTRATED UNITS

9th Grade - Arithmetic

P.L.P. #III - Communicating Ideas

- Understands time concepts of hour, day, month, and year
- Understands distance concepts, such as foot, yard, and mile
- Relates time and distance
- Reads timetable effectively
- Estimates distance
- Uses variety of time schedules

P.L.P. #V - Practicing Homemaking

- Knows the relationship of time to cooking
- Allots reasonable time for performing various chores
- Sets alarm clock and stove timer

DEVELOPING TIME AND SPACE UNDERSTANDINGS

P.L.P. #X - Earning a Living

- Knows importance of reporting to work on time
- Tries to finish job on time
- Knows meaning of full-time, part-time, seasonal, and long-term work

P.L.P. #X - Earning a Living (cont'd)

- Relates time, rate, and pay
- Follows time schedules

P.L.P. #XII - Traveling About

- Determines distance on road maps
- Compares traveling time by auto, train, and airplane
- Plans travel to meet predetermined arrival time

PLANNING AND USING UNITS

ILLUSTRATED UNITS

10th Grade - Arithmetic

P.L.P. #III - Communicating Ideas

- -Makes change
- -Handles checks efficiently
- -Reads and writes money terms
- -Uses decimal point correctly
- -Plans personal budget

P.L.P. #V - Practicing Homemaking

- -Plans family budget
- -Buys food economically
- -Buys clothing economically
- -Avoids waste and destruction

MANAGING DAILY MONEY

P.L.P. #IX - Using Leisure

- -Decides how to spend money for recreation
- -Plans for inexpensive leisure activities
- -Entertains at home
- -Helps plan trips

P.L.P. #XI - Managing Money

- -Avoids carrying excessive amounts of money
- -Estimates money needs
- -Distinguishes between needs and wants
- -Relates cost and quality
- -Considers economy in making purchases

- -Understands meaning and necessity of budgeting
- -Develops understanding of borrowing and credit buying
- -Understands need for savings

PLANNING AND USING UNITS

ELECTIVE SUBJECTS FOR JUNIOR AND SENIOR HIGH SCHOOL SLOW LEARNING PROGRAM

The following Overview Charts and illustrated units are suggested for the elective subject areas of home economics and industrial arts at both the junior and senior high school levels. Because of the nature of these subject areas, no charts or units are listed for arts and crafts or music.

Teachers of elective subjects are encouraged to pay particular attention to the outcome charts and suggested activities for the following Persisting Life Problems:

#I - Learning to Keep Healthy
#II - Learning to Live Safely
#V - Learning Homemaking and Family Living
#VIII - Learning to Appreciate, Create, and Enjoy Beauty

Group III - 13 through 15 Years

Developing Standards for Dress

Practicing Clothing Care

Meeting Rest Needs

Understanding Child Care (baby-sitting)

Meeting Home Safety and Health Emergencies

Planning and Preparing Simple Meals

Planning Personal Purchases

Understanding the How and Why of Personal Grooming*

Developing Pride in Care of the Home

Using Household Equipment

Planning Home and Family Entertainment

Developing Poise and Good Manners

Teachers are encouraged to develop additional units which will meet the needs and interests of their classes.

UNITS FOR HOMEMAKING

Group IV - 16 through 18 Years

Relating good grooming to the development of personality

Maintaining your wardrobe

Caring for various rooms of the house

Cooking for health and hospitality

Sewing for style and savings*

Planning the family budget

Enjoying home and family activities

Making the most of the family income

Preparing for parenthood

Safeguarding the family's health

Using utilities and home equipment

Making major purchases, contracts, and commitments

Performing simple home maintenance

*Illustrated

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group III - Homemaking

P.L.P. #VI - Getting Along

- -Knows and accepts his changing body
- -Considers personal physical limitations related to grooming
- -Maintains acceptable personal standards of dress
- -Avoids bizarre behavior and fads

P.L.P. #I - Keeping Healthy

- -Relates diet to personal appearance
- -Relates appearance to adequate rest
- -Knows and practices body care and cleanliness
- -Understands necessity for regular hygiene practices
- -Practices good posture
- -Exercises for health and body development

UNDERSTANDING THE HOW AND WHY OF PERSONAL GROOMING

P.L.P. #VIII - Enjoying Beauty

- -Maintains good grooming practices
- -Keeps clothing neat and attractive
- -Selects appropriate clothing

P.L.P. #III - Communicating Ideas

- -Reads materials concerning grooming
- -Budgets to meet grooming needs
- -Reads price tags and labels
- -Reads and follows instructions when using grooming aids

P.L.P. #XI - Managing Money

- -Distinguishes between grooming needs and wants
- -Plans for anticipated personal grooming needs
- -Selects and buys grooming aids economically

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group IV - Homemaking

P.L.P. #VI - Getting Along

- Develops appropriate standards of dress
- Keeps clothing in good repair
- Buys materials economically
- Makes some articles of clothing
- Understands importance of size and style
- Knows advantages and disadvantages of different materials

P.L.P. #III - Communicating Ideas

- Reads fashion materials
- Uses patterns
- Reads and follows instructions
- Figures material needs and costs
- Discusses styling hints
- Reads newspaper clothing ads

SEWING FOR STYLE AND SAVINGS

P.L.P. #VIII - Enjoying Beauty

- Uses color effectively
- Enjoys creating beauty through sewing
- Selects appropriate materials
- Chooses styles appropriate to figure and occasion

P.L.P. #XI - Managing Money

- Buys materials at seasonal sales
- Fits purchases to budget
- Knows where to buy sewing materials
- Avoids waste in cutting materials

P.L.P. #IX - Using Leisure

- Enjoys sewing as a hobby
- Enjoys reading and looking at articles about sewing
- Joins sewing groups

PLANNING AND

OVERVIEW OF SUGGESTED

Group III - 13 through 15 Years

- Getting Acquainted With Shop Regulations
- Understanding Shop Directions and Shop Terms
- Making and Evaluating Projects
- Using Hand Tools
- Planning and Completing an Individual Project*
- Making Simple Jewelry
- Working With Plastics
- Assembling Wood Shapes
- Tooling Foil Designs
- Using the Paintbrush Properly
- Refinishing Old Furniture
- Developing a Craft Hobby
- Cleaning and Caring for Tools and Equipment

Teachers are encouraged to develop additional units which will meet the needs and interests of their classes.

UNITS FOR INDUSTRIAL ARTS

Group IV - 16 through 18 Years

Working Independently

Using Hand Tools Efficiently

Practicing Safety With Power Tools

Interpreting Scale Drawings

Working on Assembly Line Production

Operating Power Tools

Refinishing and Repairing Furniture

Understanding Elementary Electricity

Understanding Elementary Plumbing

Cleaning, Painting, and Papering in the Home*

Getting Our Homes Ready for Summer and Winter

Making Simple Home Repairs

*Illustrated

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group III - Industrial Arts

P.L.P. #III - Communicating Ideas

-Reads and interprets project directions

-Knows names of tools, materials, and techniques associated with project

-Discusses project plans

-Seeks help when needed

P.L.P. #XI - Managing Money

-Budgets money to make project purchases

-Purchases items and materials needed for project

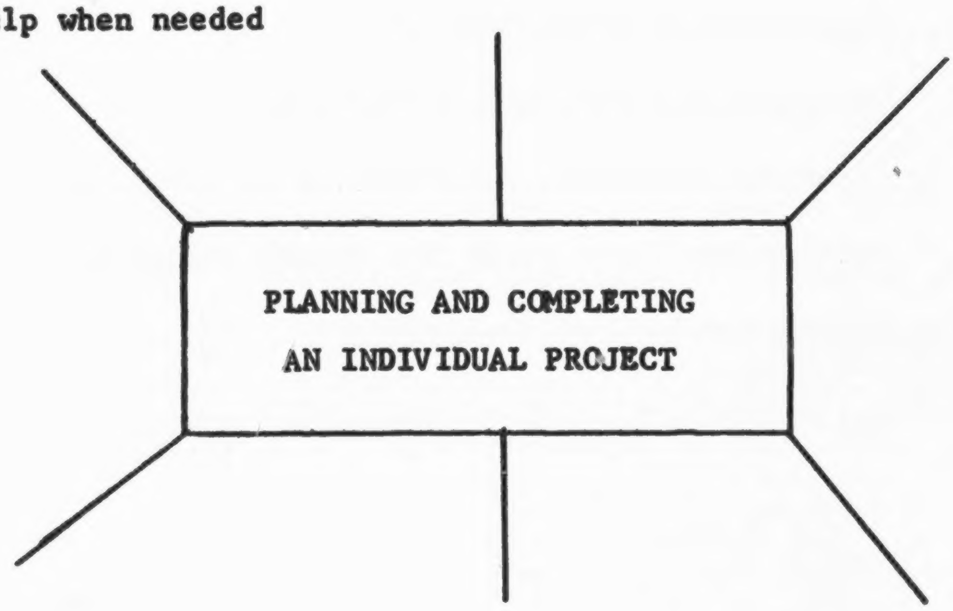
-Knows that using materials well saves time and money

P.L.P. #X - Earning a Living

-Improves skills in handling tools needed to complete project

-Relates project skills to performance of adult jobs

-Cares for materials and tools



PLANNING AND COMPLETING
AN INDIVIDUAL PROJECT

P.L.P. #IX - Using Leisure

-Works on project during leisure time

-Chooses an appropriate space at home to work on project

P.L.P. #II - Living Safely

-Uses hand tools carefully

-Practices safety when using power tools

-Takes precautions when using dangerous liquids

-Cleans up project work area

P.L.P. #VIII - Enjoying Beauty

-Displays interest and effort toward developing useful attractive projects

-Takes pride in completing an attractive project

PLANNING AND USING UNITS

ILLUSTRATED UNITS

Group IV - Industrial Arts

P.L.P. #VIII - Enjoying Beauty

- Takes pride in home
- Strives for neatness in painting and decorating home
- Uses harmonious colors in decorating home
- Keeps home attractive looking

P.L.P. #V - Practicing Homemaking

- Plans practical home decorating
- Determines when home needs redecorating
- Keeps home clean, painted and papered

CLEANING, PAINTING, AND PAPERING THE HOME

P.L.P. #III - Communicating Ideas

- Reads directions for using materials and equipment
- Asks questions concerning the use of materials
- Measures accurately to determine the amount and costs of materials

P.L.P. #II - Living Safely

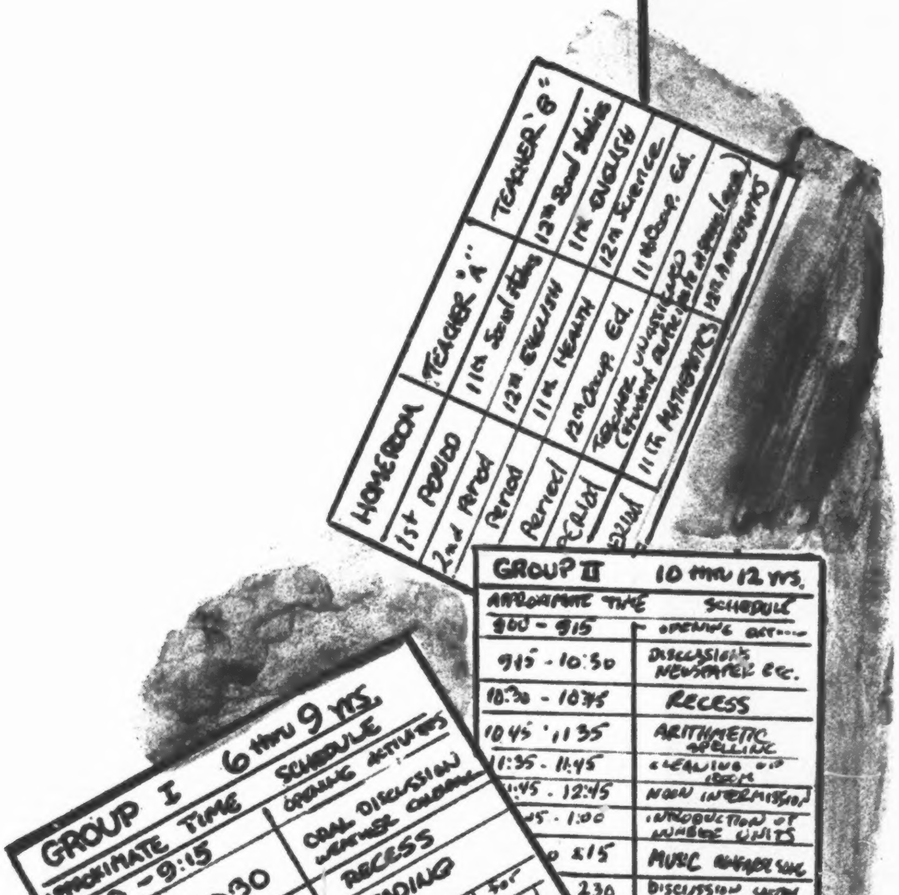
- Keeps tools and equipment in working order
- Avoids using toxic paints in the home
- Knows how to use tools and equipment safely

P.L.P. #XI - Managing Money

- Budgets money for home redecorating purposes
- Buys paint, paper, and cleaning materials wisely
- Plans the type and amount of materials needed for decorating
- Understands that the cheapest materials are not always the best buy

CHAPTER XVII

Organizing the daily classroom program


HOMEROOM
TEACHER "A"
TEACHER "B"
1st PERIOD
2nd Period
Period
Period
PERIOD
11th Social Studies
12th Social Studies
12th ENGLISH
11th ENGLISH
11th HEALTH
12th Science
12th Group. Ed.
11th Group. Ed.
11th MATHEMATICS
12th MATHEMATICS
GROUP II
10 thru 12 yrs.
APPROXIMATE TIME
SCHEDULE
9:00 - 9:15
9:15 - 10:30
10:30 - 10:45
10:45 - 11:35
11:35 - 11:45
11:45 - 12:45
1:00
2:15
2:30
OPENING ACT...
DISCUSSIONS NEWSPAPER etc.
RECESS
ARITHMETIC SPELLING
CLEANING UP DESKS
NOON INTERMISSION
INTRODUCTION OF NUMBER UNITS
MUSIC
DISCUSSION
GROUP I
6 thru 9 yrs.
APPROXIMATE TIME
SCHEDULE
9:00 - 9:15
9:15 - 10:30
10:30 - 10:45
10:45 - 11:35
11:35 - 11:45
11:45 - 12:45
12:45 - 1:00
1:00 - 2:15
2:15 - 2:30
2:30 - 3:15
3:15 - 3:30
OPENING ACTIVITIES
ORAL DISCUSSION WEATHER CALENDAR
RECESS
READING
PREPARATION FOR LUNCH
NOON INTERMISSION
REST
SOCIAL STUDIES
NUMBER WORK
HEALTH - SAFETY
RECESS
ART - CRAFTS
MUSIC
CLOSING ACTIVITIES

CHAPTER XVII.

ORGANIZING THE DAILY CLASSROOM PROGRAM

INTRODUCTION

Point of View

A daily classroom schedule should be provided to guide teacher and pupils in the planning and organization of each day's learning experiences and activities. The schedule will help insure the needed emphasis, continuity, and scope to the learnings which are provided by the classroom program. The schedule should be characterized by structure, flexibility, and balance.

Structure is an important element in the planning of a successful daily schedule. Structure is the scheduling of certain classroom routines, responsibilities, and learning experiences at stated times during the school day. Structuring aids both the pupil and the teacher in operating effectively and efficiently.

The slow learner needs to be assured that certain classroom routines, responsibilities, and learning experiences are to be accomplished within a stated time during each school day. He will often have difficulty in allocating time and in making sound choices of activities in which to participate unless he understands and works within a clearly defined structure. From a structured program, the slow learner gains security by knowing which activity is coming next in his learning experience and how much time he can give to the activity upon which he is working. In addition, structuring will aid the teacher in long-range planning and in continuous development of the skill subjects.

The daily classroom program for slow learners must also be characterized by flexibility. If the classroom program is to meet the needs of the slow learner, it must be sufficiently flexible to utilize to the best advantage the immediate happenings, interests, and problems that confront the learner. One way of assuring flexibility within a structured framework is to plan the daily schedule around large time blocks. This will usually provide the degree of latitude needed to tailor the school day to meet the immediate needs of the children.

The third essential element in planning a daily classroom schedule is a provision for a balance of activities. Too great an emphasis on either manual or academic activities will not lead to the total development of the slow learning pupil. Most slow learners can and need to learn a variety of social skills, as well as manual and academic skills, if they are to become responsible, contributing, and self-supporting citizens. By providing for a balance of different types of learning within the school day, the slow learner will develop broader interests, knowledge, and skills in a variety of areas of living.

The starting point for designing the daily classroom schedule for the special class should begin with the general building requirements which have been established in the school for all classes as well as those

Point of View (continued)

for slow learners. Lunch periods, recesses, auditorium periods, and beginning and dismissal times must receive first consideration in developing any classroom schedule.

In addition, specific periods must be allocated for participation in special subject areas conducted outside the special education classroom, such as physical education, industrial arts, home economics, art, and music. After the time blocks have been planned for building activities and special subjects, the teacher should arrange regularly stated times for teacher-pupil planning and evaluation and for daily instruction in tool subjects. In general, the activities that constitute the daily schedule will be determined by certain building activities, special subject areas, and by the needs, characteristics, and maturity of the pupils.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP I - 6 through 9 Years

GUIDES TO PLANNING THE DAILY CLASSROOM SCHEDULE OF THE PRIMARY CLASS

The primary class for slow learning children is usually organized as a self-contained unit. The teacher is responsible for the total instructional program including art, music, and physical education. Therefore, the teacher has flexibility in organizing a daily classroom program.

It is desirable to schedule teacher-pupil planning and tool subjects during the morning periods. Many children have a tendency to be more alert in the morning. Consequently, tool subjects taught in the morning may receive more attention than if they were scheduled later in the day. Afternoons may be reserved for social and large-muscle activities. Part of the final period of the day should be used for evaluation of the day's activities.

In planning the daily schedule, the teacher will need to keep in mind the learning and behavioral characteristics associated with this age level. Generally, children at this age level will learn, behave, use instructional materials, and participate in group projects and activities at levels which more nearly conform to their mental ages than to their chronological ages. It will not be uncommon for the teacher of this group to be working with children who have mental ages ranging from approximately four to seven years. Therefore, it will be necessary for the primary class to have at least a two-track instructional program consisting of readiness and beginning academic work.

Children at this level will need frequent changes in activity because of their short attention spans. Generally, the children in this age group should not be expected to give their undivided attention to any task for more than twenty to twenty-five minutes. The school day, therefore, should consist of a number of short dynamic activities. By alternating academic and nonacademic activities, high interest on the part of the children can be maintained. The teacher will find that this age group will need considerable direction and supervision in learning to work on individual or group projects. In fact, most of the young children in this group will not work well on committees or on group projects. Therefore, projects generally will be on an individual basis under the close direction and supervision of the teacher.

TYPICAL DAILY SCHEDULE

Group I - 6 through 9 Years

APPROXIMATE TIME	SCHEDULE
9:00-9:15	OPENING ACTIVITIES
9:15-10:30	BLOCK I
10:30-10:45	RECESS
10:45-11:35	BLOCK II
11:35-11:45	PREPARATION FOR LUNCH
11:45-12:45	NOON INTERMISSION
12:45-1:00	REST
1:00-2:15	BLOCK III
2:15-2:30	RECESS
2:30-3:15	BLOCK IV
3:15-3:30	CLOSING ACTIVITIES

TYPICAL DAILY SCHEDULE

Group I - 6 through 9 Years

GENERAL CONTENT
This period should be used for activities such as the collecting of money, checking on absences, taking daily attendance, reciting the Pledge of Allegiance, health inspection, and other classroom routines.
This time block should begin with teacher-pupil planning for the morning activities. The remainder of the period may be used for such activities as development of oral language through a period of sharing experiences and discussions about the calendar, weather, or school activities. Time may be devoted to the development of a group composition based upon the children's interests and experiences. This can be put into the form of an experience chart. Beginning writing skills, both manuscript and cursive, may be taught during this period. Coloring activities may be provided for the very young, immature children. On occasion, the teacher may wish to devote this entire period to a unit activity in which the whole class can participate. This time block may be divided into two work periods by providing a game of rhythm activity as a change of pace.
Recess should be devoted to directed play for the children. In the beginning of the year, it may be necessary for the teacher to help the children learn to play in groups.
Time Block II may be utilized for the teaching of reading or number work. For these activities the class may be divided into not more than three groups according to their achievement levels. Related seatwork for the reading and arithmetic groups should be provided. This seatwork may consist of written reading assignments to accompany the day's lesson, completion of writing and spelling assignments, reading games, or recreational reading. All groups should meet with the teacher for some oral recitations during this period.
This time should provide for room cleanup, washing of hands, and getting ready for dismissal.
The noon intermission provides time for lunch and free play.
During this period the children may be required to rest quietly at their desks.
Time Block III can allow for the extension of activities related to a unit of work, or it may be divided into shorter periods for extended work on fundamentals of reading, writing, or number work. Sometimes teachers may wish to devote this entire period to units of work in social studies, health and safety, or science. Ordinarily, the study of specific units should be completed in a few days.
Afternoon recess may be used for free or directed play for the children.
Time Block IV may be used for arts and crafts, music and rhythms, or for free expression activities. Some part of this period may be used for the completion of those activities which were not finished in other time blocks throughout the day.
During this period, teacher-pupil evaluation of the day's activities may take place. The remaining time should be devoted to classroom routines such as cleaning up, distributing bus tokens, and preparing for dismissal.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP I - 6 through 9 Years

The following account is the highlights of a typical day in a classroom for six- through nine-year old slow learners.

OPENING ACTIVITIES - The children enter the building and hang wraps in the coat room. Those who have housekeeping duties such as watering plants, feeding pets, or washing the blackboard, perform them. Other children mingle informally until the tardy bell rings at 9:05; then they go to their seats. At this time any communication from home is taken care of, and lunch money is collected. While this is being done, the children are coloring a prepared picture appropriate to the season, holiday, or special activity for the day. This is necessary because collecting money from young children is a lengthy process. The seatwork activity also serves as a settling-down period for the class. 9:00-9:15

TIME BLOCK I - The children bring chairs to form a circle for oral language activities. The period begins with saluting the flag and singing the first stanza of "America." The name of the day and the date is discussed and recorded on a large calendar. The weather chart is adjusted to suit the day. Roll is called, and each child responds by giving his name and address. This activity can be varied by using his age, birthday, or telephone number. The teacher announces that the class will see a television program. It is one of the series that the class has been attending. The teacher tells the class that today's program will be about baby birds. A discussion follows about which birds we might see. The children return the chairs to their places and play some exercising games to release tensions. 9:15-10:30

PLANNING AND WRITING - The class reviews the song "Animals in the Zoo" which is being learned for a May Day program. The class is learning the last two verses of the song about the bear and the seal. These verses are written on the blackboard to be copied by the children during the work period. The teacher lists all of the animals in the song -- elephant, monkey, eagle, snake, kangaroo, bear, and seal. Children are selected for the various animals they wish to portray during the May Day program. The class discusses how they will make animal masks from paper bags.

Assignments of related reading seatwork, spelling, and writing activities are made and explained during this period, so that children will be occupied while the teacher is working with each reading group in the period after recess.

RECESS - Children are dismissed for a directed play-recess period.

10:30-10:45

ORGANIZING THE DAILY CLASSROOM PROGRAM

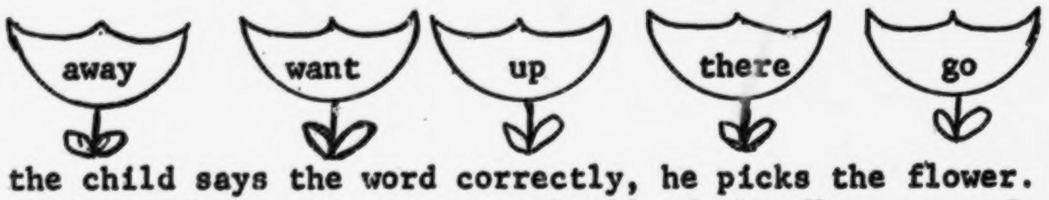
GROUP I - 6 through 9 Years (cont'd)

TIME BLOCK II

READING -
10:45-11:35

The children come into the room, go to their seats, and begin working on the activities assigned before recess. The teacher calls to the reading table the group that is reading in a first preprimer. The lesson begins with a review of the words Ted Run Run written on the blackboard. These words are combined to make phrases. The new word Jump is introduced by discussing the picture in the reading book. Children learn the new word by engaging in a variety of activities such as tracing the word on the blackboard, studying the configuration, and finding the new word in the book. Each child has a turn to read the assigned page orally. A monitor collects the books. Seatwork is distributed to this group. The seatwork consists of cutting, pasting, and matching sentences with the pictures. The sentences are: I am a boy, I am a girl, I am a dog, and I am a cat. The children return to their seats.

The teacher calls to the reading table the group of children who are reading in a second preprimer. There is no new vocabulary to be introduced, but the teacher gives a summary of the story, writing the difficult words on the blackboard as she goes along. Since the story is about father going away in an airplane, the children discuss some things about airplanes. The pictures in the story are discussed. Each child is given a turn for oral reading. After the reading, the teacher asks questions about the story to check for comprehension. A vocabulary drill game is played. The teacher makes a row of flowers on the board.



If the child says the word correctly, he picks the flower. The object of the game is to pick all of the flowers. After the lesson is finished, the children are instructed to return to their seats to complete unfinished seatwork, to get books from the library shelf or to paint pictures of airplanes.

The teacher calls the group that is reading in the first-grade reader. The lesson for today is a four-page story called "Fun in the Tree House." The lesson begins with a review of yesterday's story. The children are directed to look at the pictures in today's lesson and discuss fun in a tree house. They relate any similar experiences they may have had. The teacher reviews today's lesson using the new words and writing them on the blackboard as she uses them. The children read orally in turns. At the end of each page, the teacher asks questions to check for comprehension.

GROUP I - 6 through 9 Years (cont'd)

TIME BLOCK II - READING (continued) - The story is read two times. A phonics drill follows the reading. The letters M and H are placed on the blackboard. The children find words in the lesson that begin with those letters and write them under the appropriate letter. No further seatwork is given to this group because it is time for lunch.

CLEANUP - 11:35-11:45 All activities cease in order that the class may prepare for lunch. Children put away free-choice activities and assemble their work. The teacher calls the children into line and distributes the lunch checks.

LUNCH - 11:45-12:45 After lunch the children go to the playground for a free play period.

REST - 12:45-1:00 The teacher reads two short stories from the book about pets and animals while the children rest at their desks.

TIME BLOCK III

1:00-2:15

MUSIC AND RHYTHMS - The children practice singing the May Day song and use rhythmic motions to imitate the various animals that they have been studying.

NUMBER WORK - The teacher announces that it is time for number work. The class is divided into four groups. One group is the readiness group, and today it will arrange pegs in pegboards. The work for the other three groups consists of group work with the teacher and seatwork to be done while the teacher is working with individual groups. All seatwork is assigned at the beginning of the period. Children finishing assignments before the period is over may choose activities from the arithmetic shelf. Seatwork for Group 1 is two-digit addition problems which do not involve carrying.

Seatwork for Group 2 consists of addition and subtraction for numbers seven and eight.

Group 3 receives a prepared paper with groups of objects up to five to be counted and colored.

Group 1 is called together to practice telling time by the half hour, using individual clocks which they have made. This continues for about ten minutes.

Group 2 is called together and receives instruction in learning to tell time by the hour, using individually made clocks.

GROUP I - 6 through 9 Years (cont'd)

TIME BLOCK III - NUMBER WORK (continued)

Group 3 is called to the blackboard. The children are directed to draw five houses, five wagons, five trees or five balls, and to write the appropriate number symbol for each picture.

The remainder of the period is used to check the seatwork and to give individual help to the children needing it.

RECESS - 2:15-2:30 Today recess time is shifted to accomodate the educational television program for the day. On other days the teacher and the children play games.

TIME BLOCK IV

SCIENCE TOPIC - 2:30-3:15 The class goes to the Visual Aids room to view the television program "Feathered Babies." The telecast shows such things as a baby chick being hatched, chicks several days old, a baby duck swimming in a glass tub, and ways of feeding a baby fowl.

SCIENCE - ART - The children return to their room and discuss what they saw in the television program. Paper is distributed, and the children are directed to draw a picture about one of the baby birds seen on the television program.

CLOSING ACTIVITIES - 3:15-3:30 The children assemble all of their written assignments and individually bring them to the teacher. Helpers check to see that all materials, equipment, and books are put away properly. A few minutes are spent in reviewing what has been done today. Dismissal includes getting coats, lining up, distributing notices and bus tokens, and leaving the room when the bell rings.

ORGANIZING THE DAILY CLASSROOM PROGRAM

Group II - 10 through 12 Years

GUIDES TO PLANNING THE DAILY SCHEDULE OF THE INTERMEDIATE CLASS

The daily schedule for the intermediate group of slow learning pupils should provide blocks of time for the development of tool subjects and special skills. At this age level most slow learning children have advanced to the point in their learning ability where they can profit from a program which attempts to develop competencies in the skill subjects. Because of their increased maturity, they will have more power to sustain interest in an activity over longer periods of time. Most children at this level will be able to function in a class taught by a specialist in music, art, or physical education. Therefore, periods for work in these special areas should be included in the daily schedule.

The majority of slow learners in this age group will have developed some elementary skills in knowing how to plan and to participate as group members in classroom activities. Characteristically, children at this level are ready to undertake working on sustained units. These units will often require pupils to initiate and complete independently both individual and group projects. This will be a new experience for most slow learners. Initially, this independent action will require considerable help and guidance from the teacher.

At this level, children will be more reliable and thus able to assume more responsibilities within the classroom and the school. Many of the more mature children can and should be encouraged to participate in school activities and services. Some of the children will make capable safety patrol members, teacher's helpers, and school monitors.

TYPICAL DAILY SCHEDULE

GROUP II - 10 through 12 Years

APPROXIMATE TIME	SCHEDULE
9:00-9:15	OPENING ACTIVITIES
9:15-10:15	BLOCK I
10:15-10:30	RECESS
10:30-11:30	BLOCK II
11:30-11:45	PREPARATION FOR LUNCH
11:45-12:45	NOON INTERMISSION
12:45-2:15	BLOCK III
2:15-2:30	RECESS
2:30-3:15	BLOCK IV
3:15-3:30	CLOSING ACTIVITIES

TYPICAL DAILY SCHEDULE

GROUP II - 10 through 12 Years

GENERAL CONTENT
This period may be used for such activities as collecting money, checking attendance, collecting notes from parents, conducting health inspection, singing patriotic songs, reciting the Pledge of Allegiance, and reading announcements.
This time block should begin with the teacher-pupil planning for the day's activities. A work schedule may be written on the board. Experience has shown that when each child understands his work responsibilities, a better learning situation results. During this time block, such activities as discussions of news and interesting events may serve as a basis for the writing lesson. This block may be used also for the teaching of developmental reading accompanied by appropriate seatwork activities. Usually three reading groups can be instructed in this period.
Recess should be devoted to free play activities
This period may be devoted to the teaching of developmental arithmetic and spelling. Some of the children may use this period to complete assignments not finished in Time Block I. Occasionally the teacher may want to work with an individual reading group on some aspect of reading in which help is needed. Sometimes a unit may be pursued.
This time should be used for cleaning up the room, washing hands, and preparing for dismissal.
Noon intermission provides for lunch and free play.
This time block may be flexible in that a number of units may be introduced. For example, a science unit may be conducted on Monday, Wednesday, and Friday; and on Tuesday and Thursday, a health unit may be developed.
Afternoon recess may be used for free play activities. Often, however, children at this level prefer to forego recess for a short break, particularly when interest in a current unit is high.
During this time block it is suggested that the class engage in such activities as art, crafts, music, and dramatics. Occasionally the class may wish to combine Time Blocks III and IV in order to take a field trip as part of a unit.
The final period should be devoted to teacher-pupil evaluation of the day's activities and to classroom routines of cleaning up, distributing bus tokens, and preparing for dismissal.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP II - 10 through 12 Years

The following is a summary of the highlights of a typical day in a classroom for ten- through twelve-year old slow learners:

OPENING ACTIVITIES - Children are greeted by the teacher at the classroom door. After hanging up wraps, the children move about the classroom performing daily housekeeping duties and preparing for the day's work. Attention is directed to a reading area in the room where some new books and pictures of zoo animals are displayed in connection with a unit in progress. The children return to their seats when the tardy bell rings. The teacher supervises the taking of attendance and the collection of lunch money by older children. The teacher then proceeds to collect permission slips and the fares for a proposed trip to the zoo. The children make daily notations on their health charts and record the temperature and weather condition on their calendars. Following the "Pledge of Allegiance" and the singing of "The Star Spangled Banner," the children return to their seats.

9:00-9:15

TIME BLOCK I

DISCUSSION - During a discussion of current events, the children comment on the sonic boom. Several of the children are frightened, and others have fragmentary information from the newspapers and television. Two of the boys want to know what makes the loud noise. The teacher guides the thinking of a 'Let's find out' project. She writes the questions the children ask on the blackboard, and the discussion ends in planning a two-day project to answer them. The children are asked to copy the following questions in order to have them handy when searching for the answers:

1. What makes the big noise?
2. Will it hurt me?
3. Why do we hear the booms every night?
4. Are sonic booms really bombs?

The teacher now guides the conversation into a discussion of work plans and activities for the day. Four girls will be released to work on a committee with sixth-grade girls to count and distribute items into Red Cross emergency packs. At the same time, the five boys will go to their regularly scheduled physical education period with the regular sixth grade class. Reading groups then begin their day's assignments.

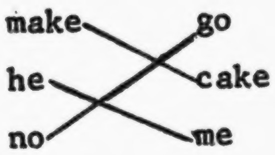
ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP II - 10 through 12 Years (cont'd)

TIME BLOCK I (continued)

READING - Group 1 works at the second grade level and has been assigned seatwork for the story "A New Home for Chippy." The group is to find ten words for each of the blends ch, dr, pl, and complete a matching exercise.

Group 2 works at the first grade level, and the pupils bring their chairs to a circle. These pupils work with the teacher in a developmental reading lesson. The story is "The House Trailer." The new words, warm and time, are presented in simple sentences on the blackboard. Several of the words previously learned are included in the sentences for review. The concept of trailer is presented by the use of pictures of both the exteriors and interiors of trailers. Those children who have seen one give their own descriptions. The pictures in the book are observed; and the group, guided by leading questions from the teacher, reads the descriptions of the trailer. At the close of the period, seatwork is distributed and explained. This consists of matching rhyming words:



Group 3 reads at the primer level, and pupils independently find farm pictures in magazines. This group will make a frieze illustrating the farm described in the story about Ted and Sally's visit to their grandparents. Small cards containing the name of each animal and object in the story will be pasted under the appropriate picture. This activity reinforces the concepts developed about the farm and reviews the words learned in this section of the primer.

RECESS - Children are dismissed for a free play period.

10:15-10:30

TIME BLOCK II

ARITHMETIC - The class is divided into four arithmetic groups. The advanced group is working at a third grade level, and the

10:30-11:30 lowest group is developing beginning number concepts. Two groups will work independently while the teacher works with the other two. A group is assigned several problems involving the counting and adding of money, using combinations not exceeding a half dollar.

GROUP II - 10 through 12 Years (cont'd)

TIME BLOCK II (continued)

Pupils in the lowest group gather at the arithmetic table with the teacher to count and manipulate concrete objects such as buttons, pegs, and blocks. After about ten minutes of this activity, pupils are given duplicated seatwork which requires them to count and color groups of eight objects. The teacher explains how the seatwork is to be done. Pupils return to their seats to complete the seatwork.

The advanced group is called to the table to work with the teacher. The group is to learn how to make change for a half dollar, using money received for the zoo fares. The teacher gives each child sixty cents in change consisting of pennies, nickels, dimes, and a quarter. Problems are then given to the group such as "I bought a coloring book for eighteen cents, and I gave you a half dollar. Please give me the correct change." Each child then attempts to place the correct change in front of him. The teacher then explains how the problem is worked so that all of the pupils will understand the process. The children practice doing several similar problems in this manner. These pupils return to their seats to do other similar problems listed on mimeographed sheets. The teacher spends additional time circulating among the children, giving help where it is needed.

CLEANUP - 11:30-11:45 The boys return from gym class, and other pupils complete and hand in the morning's work. They then go through the necessary routines in preparation for lunch and dismissal.

LUNCH
11:45-12:45

TIME BLOCK III - After the lunch period the children return to the room.
12:45-2:15
MUSIC The first part of this period is devoted to music. The teacher plays the piano, and the children rehearse a song to be used in the puppet show.

UNIT WORK - During this period the unit about the zoo is continued. This unit is in preparation for a trip to the Cincinnati Zoo. Each day a particular animal that the children will see there is discussed. At the end of these discussions, each pupil makes a picture of the animal which has been discussed. These pictures are assembled into a booklet. The class reviews the safety rules to be followed on the trip to the zoo. These rules are written on a chart. Children take turns reading and explaining each rule to the class.

GROUP II - 10 through 12 Years (cont'd)

TIME BLOCK III (continued)

SUPERVISED RECESS - The recess period today is devoted to practicing for participation in the school track meet. Several groups practice running a relay so a team of the best runners may be selected to represent the class.

2:15-2:30

TIME BLOCK IV - During this period each pupil will continue to work on his individual art project. This project consists of making a papier-maché puppet for a show relating to cleanup week. The teacher and some of the more able children help the less able with this project. Two of the puppets have been completed, and the children are engaged in making costumes. About ten minutes of this period is used for cleaning up.

2:30-3:15

CLOSING ACTIVITIES - A brief evaluation period is important. The teacher and class may use such questions as:

3:15-3:30

1. What did we learn today that will help us?
2. Was our behavior acceptable?
3. How can we accomplish more tomorrow?
4. Can we use our time and materials more wisely?

The pupils are reminded of their home assignment (gathering information about the sonic boom) and bus tokens are distributed.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP III - 13 through 15 Years

GUIDES TO PLANNING THE DAILY SCHEDULE IN THE JUNIOR HIGH SCHOOL CLASSES

The daily schedule for slow learning classes at the junior high school level should conform wherever possible to the schedule provided for pupils in the regular grades. This will help prevent the pupils in slow learning classes from being looked upon as differing from their peers. Also, by following a schedule which is similar to that of the regular grades, it will be possible to integrate the special class pupils into special subject areas such as gym, industrial arts, arts and crafts, home economics, auditorium programs, extracurricular activities, and school social clubs.

Most slow learning classes at the junior high school level should operate as self-contained units. Experience has shown that slow learning pupils at the seventh and eighth grade levels tend to make better school adjustments when they are under the consistent guidance, supervision, and direction of not more than one or two teachers per day.

Slow learning pupils in junior high school should be programmed as a group into one special subject area per day. It is recommended that the special subject be taught by the regular teacher of that subject. It is recommended, also, that slow learners be grouped for physical education with other regular classes of a comparable grade level. For example, the slow learning seventh grade class should be grouped with the low section of the regular seventh grade. Slow learners can participate successfully in assembly programs, social activities, school projects, student council, and graduation exercises.

Generally, teachers of the slow learning classes should be required to teach slow learning children for a minimum of five class periods per school day. Usually one teaching period per day should remain unassigned. This period should be used for administrative purposes such as planning, correcting papers, and preparation of instructional materials.

At all junior high school grade levels selected pupils should be permitted to gain work experiences within the confines of the school as in the school store, cafeteria, and school office.

In some areas of the city it is necessary to combine the seventh, eighth, and ninth grade slow learning pupils into one classroom. When this organization is followed, the instructional program will be carried on in a manner similar to the intermediate elementary program; that is, skill subjects will be taught to small groups organized around achievement levels. Units in social studies, science, and health will involve all the pupils in the class. Instruction will be differentiated in terms of the kind of assignment and participation required of each pupil. The requirements for each child can be adjusted to his needs and level of functioning.

TYPICAL WEEKLY SCHEDULE

GROUP III - 13 through 15 Years

Period	Time	Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Home-room	8:25 to 8:33	All Grades	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:37 to 9:32	7 8 9	English	English	English	English	English
2	9:36 to 10:31	7 8	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
		9	Industrial Arts or Home Economics and Gym				
3	10:35 to 11:28	7 8 9	Math.	Math.	Math.	Math.	Math.
4	11:30 to 12:00	7 8 9	Lunch	Lunch	Lunch	Lunch	Lunch
	12:05 1:00	7 8	Science	Science	Science	Science	Science
		9	Job Relations	Job Relations	Job Relations	Job Relations	Job Relations
5	1:06-2:01	7 8	---------- Special Subject Areas ---------- and Gym				
		9	Civics	Civics	Civics	Civics	Civics
6	2:05 to 3:00	7 8 9	Health	Health	Health	Health	Health

TYPICAL WEEKLY SCHEDULE

GROUP III - 13 through 15 Years

GENERAL CONTENT
This period should be devoted to checking attendance, reading daily bulletins, and making special announcements. It may also be used for daily or weekly planning of classroom activities.
This period may include activities such as developmental reading, reading newspapers, reporting on articles of special interest or current events, making book reports, and reading to find out specific information. It may also include learning to use words correctly, the practice of speaking and listening effectively, and learning to spell. In addition, pupils may write stories about experiences, discuss issues, and participate in sociodramas.
Generally this seventh and eighth grade social studies period should be devoted to units and activities which help the pupil get along in life. These units should concentrate on such things as school, community, city, family living, and making friends. At the eighth grade level, gym and the accompanying special subject will alternate throughout the year.
This period should be used to develop arithmetic skills and concepts. Fundamentals such as addition, subtraction, multiplication, and division should be taught and reinforced through application. Application should be based on life situations such as the use of common measures of time, weight, and temperature; buying groceries; budgeting money; and learning the value of money.
Part of the period is used for lunch; the remaining time will be used for instruction in a subject matter area. The seventh and eighth grades will use part of the period for science. Simple science concepts and understandings should be developed through experimentation, discussion, and reading. The ninth grade will use part of this period to provide a first course in occupational education. Realistic self-evaluation, occupational information, survey of job opportunities, and discussion of job problems will be covered. Actual work experience in the school cafeteria will be provided for some pupils. Problems arising from the actual work experience will serve as a basis for developing proper work attitudes and understandings.
This period is devoted to special subjects such as gym, arts and crafts, music, and home economics. At the ninth grade level this time should be devoted to civics. Emphasis should be placed on developing an awareness of local, state, and national government and an appreciation of our heritage.
Personal health and safety is emphasized for the seventh and eighth grades. This includes personal health and safety in the home, the school, and at play. In the ninth grade, health and safety on the job is stressed.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP III - 13 through 15 Years

The following is a summary of the highlights of a typical day in a classroom for seventh grade slow learners:

HOMEROOM - 8:25-8:35 The teacher checks attendance. While attendance is being checked, pupils make entries in their daily diaries. The daily diary consists of answers to questions which appear on the blackboard such as:

What day is it?
What time did you get to school?
What is the temperature in the room?
What is the temperature outside?
How would you describe the weather?
What important news event would you like to record?

Each child begins to write the answers to these questions when he enters the classroom. Those pupils not finishing the daily diary know that they are to complete this assignment during their free time within the school day. After attendance is taken, the teacher reads the daily school bulletin, pointing out all items which may affect the class.

FIRST PERIOD

ENGLISH and SOCIAL STUDIES

The teacher announces that today they will have a combined English and social studies period. This class will run from 8:37 to the customary 10:31. She explains that at 9:32 there will be a four minute break for those pupils who wish to get a drink or go to the lavatory.

8:37-10:31 The class has been working on a topic of work entitled, "Using the telephone effectively." The class period begins with a discussion of a film that was shown yesterday entitled "Telephone Courtesy." The high points of the film are reviewed during this discussion. The teacher motivates further discussion by asking the class to think about and list important uses of the telephone. After more discussion, the class makes a list of the important uses of the telephone. The list includes the following:

Making business calls
Making plans with friends
Placing orders with the druggist, grocer, or butcher
Making emergency calls.

The pupils then copy this list of telephone uses into their English-Social Studies notebooks.

After this activity is completed, the teacher writes the following question on the blackboard:

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP III - 13 through 15 Years (cont'd)

FIRST PERIOD

ENGLISH and SOCIAL STUDIES (continued)

What are the rules you should follow when dialing a telephone number?

Class contributions are solicited. These are written on the board. Duplication is eliminated, and the suggestions are put in their correct sequence. Discussion of the meanings of these rules takes place. The class copies the following list of rules for dialing a telephone number:

1. Know the correct number; use the directory, or ask the operator.
2. Use care in dialing to avoid calling the wrong number.
3. Allow enough time for your party to answer -- as many as ten rings.

The teacher announces that there will be a three minute break before moving into the social studies area of the program. Several pupils leave the room; others walk around the room or talk quietly to their friends.

SECOND PERIOD

SOCIAL STUDIES

9:36-10:31

Pupils return to the room. The teacher suggests that they finish copying the rules for dialing while one of the class members prepares the projector for a film that is to be shown. The film is entitled "Proper Telephone Manners." A discussion of the important points that the film stressed follows the showing of the film. These points are written on the board:

You are judged by your voice.
Be natural and polite.
Apologize when you call a wrong number.
Always listen for the dial tone before dialing.
Be a good telephone neighbor on a party line.

This list of rules is copied by each pupil into his English-Social Studies notebook under the title "Important Telephone Manners To Remember." The teacher then asks each pupil to list additional rules for good telephone manners. After a short time, the teacher calls upon pupils to state their suggested rules orally. The best of these suggestions are written on the board and added to the original list. The expanded list includes such additional rules as:

1. When using phone do not have lazy lips.
2. Use telephone only when necessary.
3. Keep all calls short.
4. Use proper language.

The teacher assigns activities to be carried on during the

SECOND PERIOD

SOCIAL STUDIES (continued)

next day's social studies period. Each pupil is asked to prepare two topics for presentation to the class at the next day's session. The teacher explains that the telephone which has been loaned to the class by the telephone company will be used by students to demonstrate their assignments. The assignment is to use the telephone to place a make-believe call pertaining to the following:

1. Call a dentist and ask for an appointment to have your teeth checked.
2. Call a druggist and ask to have some medicine delivered.
3. Report a fire or some other emergency to proper authorities.
4. Call the mother of a sick friend and ask how the friend is feeling.
5. Call the telephone company and ask for repair service.
6. Call information for a number which is not listed in the directory.
7. Call the railroad terminal, bus terminal, or air terminal for information concerning a specific trip.

The teacher and the class review the next day's assignment so that it is clearly understood.

The teacher then makes an assignment for the next English class. Pupils are to find the telephone numbers of:

1. Five members of the class.
2. A dentist or a doctor.
3. The school.
4. The local post office.
5. A business establishment where furniture can be purchased.
6. The local police station, fire station, and drug store.

The teacher explains that each pupil will use a 3x5 card on which he will list his name, address, and telephone number. These cards will be arranged in alphabetical order and compiled by a committee. This committee will develop a class telephone directory.

BREAK

The bell rings. Several members of the class leave the room; others talk to their friends, while several try to complete their assignment in the daily diary.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP III - 13 through 15 Years (cont'd)

THIRD PERIOD

MATHEMATICS

10:35-11:28

Children enter the room and are seated. The teacher announces that Group 1 will complete the worksheet which she distributes. This is the advanced mathematics group working at about a third-grade level. The assignment consists of a review of three-place addition process, three-place subtraction process, and multiplication facts through five. The teacher requests that Group 2 move their armchairs to the back of the room. She introduces the arithmetic lesson with a flash card drill which reviews multiplication facts through three. Group 2 engages in this activity for a period of about ten minutes.

The teacher, using a drawing on the blackboard, reviews the meaning of the multiplication process. She explains that it is a quick, efficient way to add groups of a like number of objects. Each pupil is requested to take out a piece of paper for doing what the teacher calls some thought problems. She prefaces the thought problems with an explanation about the cost of making long distance telephone calls to neighboring cities. She indicates that most long distance calls are computed on a three-minute basis. She points out that this will be a way of showing how the multiplication facts of three are put to use. The problems are of this type: "If I make a call to Chicago, Illinois, the call costs sixty cents per minute. How much will a three-minute call cost?" Problems of this type are repeated for Detroit, Michigan and Indianapolis, Indiana.

LOCKER and

LUNCH PERIOD

11:30-12:00

The bell rings indicating lunch period. The children leave the room in an orderly fashion.

FOURTH PERIOD

SCIENCE

12:05-1:00

The children enter the room from lunch. The class begins by reviewing a science unit entitled "Great Inventions and Inventors." The teacher distributes a three-page teacher-prepared duplicated story. The story is at approximately a second-grade reading level. It is entitled "Alexander Graham Bell, Inventor of the Telephone." The material is read orally by several of the better readers. The other pupils read silently.

The story consists of a simple account of how Mr. Bell invented the telephone and how it has changed the lives of most people. A class discussion takes place around the teacher's question: "How would the absence of the telephone affect your life?" Further class discussion takes place around the questions: "What qualities made Mr. Bell a successful inventor?" and "Which of these qualities would help us to become better workers?" The teacher assigns the class to cut pictures from magazines depicting how the

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP III - 13 through 15 Years (cont'd)

telephone is used. Teacher and pupils plan how these pictures will be used to illustrate a book the class is composing on the subject "The Importance of the Telephone." The bell rings and the class leaves for the gym period.

FIFTH PERIOD

SPECIAL SUBJECT AREA

1:06-2:01

During this unassigned period, the teacher looks over the pupils' notebooks and begins planning and preparing for the next day.

SIXTH PERIOD

HEALTH

2:05-3:00

The class returns and resumes work on the unit, "Caring for My Feet." This unit is part of a larger unit entitled "Keep Your Body Healthy." Class activity for the day consists of a committee report on an assignment that has been made several days earlier. The committee reports on its conversation with a local shoe store manager on how to select a pair of shoes.

The committee lists the manager's suggestions for the selection of a properly fitting pair of shoes. The pupils discuss why it is important for a buyer to follow these suggestions. A sociodrama is enacted which demonstrates the procedure that pupils should follow when buying a pair of shoes. The pupils discuss what should be done if the clerk says that the shoes fit even if they feel too uncomfortable to wear.

The pupils copy the list of suggestions to follow in purchasing shoes. The list is placed in the pupils' health notebooks. The teacher requests that a second committee on foot care be prepared to report tomorrow on its conference with the school nurse. The bell rings.

Classroom cleanup routines are completed. Bus tokens are distributed. The remainder of time before dismissal is spent reviewing what was done during the school day and what will need to be done tomorrow.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP III - 13 through 15 Years (cont'd)

The following is a summary of the highlights of a typical day in a classroom for ninth grade slow learners.

HOMEROOM

8:25-8:33

The tardy bell rings. Various class committees begin to function. Their activities are checked and supervised by the teacher. The attendance committee checks the daily roll. The teacher verifies the check and signs the attendance slip which is taken to the office by the chairman of the committee. Other committees water the plants, post notices of important coming school events, assemble and distribute instructional materials, and copy classroom assignments on the blackboard.

After these duties are completed the class recites the Pledge of Allegiance. The teacher reads the daily school bulletin. She emphasizes the bulletin items which may affect the class or which may be difficult for some of the pupils to understand. The bell rings ending the period.

FIRST PERIOD

ENGLISH

8:37-9:32

The first period for this ninth grade special class is devoted to English. For the past few days the class has been discussing the correct use of common words, such as is and are; was and were; eat and ate; have and had; and did and done.

The teacher directs the pupils to take out their English notebooks to complete an assignment on the blackboard. The assignment consists of ten sentences in which the student must select the correct word such as:

1. I __________ a good supper last night. (eat, ate)
2. The boys _________ good friends. (is, are)

The teacher announces that when a pupil has completed the assignment, he is to begin to work in the Weekly Reader. Each pupil is to answer on the back page of the Weekly Reader several questions concerning the information contained in two articles previously read and discussed. On the blackboard the teacher has listed the new and difficult words found in the Weekly Reader assignment and suggests that any words not understood may be looked up in the dictionary.

The teacher states that the completed written work will be discussed in tomorrow's English period. As the pupils work on their assignments, the teacher circulates among them, giving individual help as it is needed. The period ends.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP III - 13 through 15 Years (cont'd)

SECOND PERIOD
SPECIAL SUBJECT AREA
9:36-10:31

The class goes to industrial arts and home economics. This is the teacher's unassigned period. During this time the teacher looks over pupils' notebooks and corrects some papers. She also begins to do some planning in preparation for the next day.

THIRD PERIOD
MATHEMATICS
10:35-11:28

The pupils return for the mathematics period. The entire class has been engaged in a unit, "Using Measurement." They have discussed, compared, and experimented with the various forms of liquid and dry weights and linear measurements. Several pictorial charts illustrating the various units of measurement have been prepared by pupil committees. A large variety of measuring devices including such things as containers, scales, tape measures, yardsticks, and rulers are displayed on the mathematics table. During the homeroom period, one of the class committees has copied the following assignment on the blackboard:

Worker

a. service station attendant
b. carpenter
c. milkman
d. postal clerk
e. coal dealer

Kind of Measure

liquid
linear
weight

Unit of Measure

inch
foot
yard
pint
quart
gallon
ounce
pound
ton

The class discusses the kinds of measures used by these workers. Following the discussion, duplicated work is distributed to each pupil. This material consists of the following:

1. What kind of measure would you use for each of the following:

    a. Oil____________
    b. Gasoline________
    c. Cloth___________
    d. Milk____________
    e. Paint___________
    f. Potatoes________

2. Tell whether you would use ounces, pounds, or tons to find the weight of:

    a. A cup of sugar ______________
    b. A load of coal ______________
    c. A fifteen year old boy _________
    d. An air mail letter ___________

THIRD PERIOD

MATHEMATICS

(continued)

3. Tell which is larger or longer:

   a. Four ounces of candy, or a pound of candy______
   b. A twelve inch stick or a yardstick___________
   c. A quart of milk or a gallon of milk__________
   d. Five feet or two yards______________________

At 11:15 a group of boys and girls leave the class to report for work in the school cafeteria.

LOCKER AND

LUNCH PERIOD

11:30-12:00

FOURTH PERIOD

JOB RELATIONS

12:05-1:00

The class has been discussing various qualifications of cafeteria workers. Yesterday the teacher asked the class to think through some of the important responsibilities necessary for becoming a good cafeteria worker. She now solicits responses to this question from the class. She lists on the blackboard responses to the question, "What are the responsibilities of a good cafeteria worker?" The responsibilities are:

1. A good worker needs to be at his post on time.
2. A good worker should not leave his post without permission from his boss.
3. A good worker has a serious attitude toward his job.
4. A good worker always does the best job he can.

The teacher instructs the pupils to copy this list of responsibilities in their Job Relations notebooks. The teacher appoints a committee to develop a chart illustrating these responsibilities. This chart may be used as a bulletin board display.

Another committee is appointed by the teacher to contact the cafeteria supervisor to find out what she considers important responsibilities of a good cafeteria worker.

Each pupil is assigned to ask his parents: What are the major responsibilities of your job?

FIFTH PERIOD

CIVICS

1:06-2:01

The class has been working on a civics unit entitled "How I Can Serve My School." On Friday of next week it will be necessary for the class to elect a representative to the student council. The teacher has used this opportunity to motivate thinking about the qualities of a good leader.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP III - 13 through 15 Years (cont'd)

FIFTH PERIOD

CIVICS (continued)

The teacher introduces the discussion by reviewing some of the qualities of famous American men such as Benjamin Franklin, Abraham Lincoln, and George Washington Carver. Then the class discusses what qualities they should look for in the person they choose as their representative in student council.

Each student who makes a suggestion is asked to indicate why he thinks his suggested trait is important for leadership. The class lists the following qualities of a good representative:

A good representative:

is polite and kind
is honest and trustworthy
is dependable
has self-respect
knows and obeys laws and rules
respects the rights of others
can make a good report,

The teacher asks that the class give serious consideration to this list of qualities when nominating and voting for their student council representative. She announces that during tomorrow's class period, representatives will be nominated. She announces that pupils nominating a candidate will have to explain why they think their candidate is a good selection for the student council.

SIXTH PERIOD

HEALTH

2:05-3:00

The ninth grade class has been working on a unit entitled "Bodily Care on the Job." Yesterday a class committee talked with the school nurse about the importance of keeping all parts of the body clean. Today the committee makes a report to the class and answers any questions from the pupils. Then the teacher asks the class to consider the importance of personal cleanliness on a job where food is handled and served. Those pupils who are working in the school cafeteria or preparing for a job assignment in that area are asked to write five short statements giving the most important reasons for bodily cleanliness in the preparation and serving of food and to bring these statements for the class to review on the following day.

Two girls who serve as school office assistants are asked to tell why personal cleanliness on their jobs is important, and a group discussion follows Then all pupils are told to prepare a list of reasons why personal cleanliness on a job such as an assistant in a doctor's office is especially necessary. The teacher tells the class

SIXTH PERIOD

HEALTH (continued)

that the next part of the unit to be studied will be the care of the hair and skin and the consequences of neglect of this part of the body.

Pupils are asked to start collecting illustrations and printed articles on the care of the skin and hair to put in their Health and Safety notebooks and to use on a bulletin board display about good grooming on the job. One pupil asks if he may make his own illustrations for his notebook; and it is suggested that all who wish to do so, may. Since this is the last period of the day, the teacher permits the pupils to work on their assignments until the dismissal bell rings.

GUIDES TO PLANNING THE DAILY SCHEDULE FOR SENIOR HIGH SCHOOL CLASSES

The daily program of senior high school classes for slow learners is adapted to the general six period pattern of all Cincinnati secondary schools. Generally, in this six period schedule the slow learning pupil will have four and one half or five periods programmed with a special education teacher. For the remaining periods, the slow learning pupils should be programmed into physical education and other special areas such as home economics, industrial arts, art, and music. It is the responsibility of the building principal to administer the daily schedule. However, the special education department supervisor, and the teachers of special education are responsible for alerting the principal to program needs.

An important part of the senior high school program for slow learners is the occupational education area, wherein pupils receive training which helps them develop the necessary habits, attitudes, understandings, and work skills needed to hold a variety of nonskilled jobs. As an introduction, the more capable tenth grade pupils are placed in the on the job training phase of the program. By the time they have completed the eleventh and twelfth grades, almost all of the pupils have participated at one time or another in some type of on the job training.

The inclusion of an occupational training area in the senior high school program presents many complex problems which affect the development of a daily classroom schedule. The in school and at work schedules of pupils vary. Some pupils are in school full time; other pupils are in school only on a part time basis. Some pupils are at work every two weeks; others are at work on four week assignments. Other pupils have full day or part day work assignments during the second and third periods.

In planning the daily classroom schedule, it should be noted that classes for the slow learners at the senior high school level should not operate as a self-contained unit under the guidance of a single teacher. Generally, a departmentalized plan should be followed. A major difference in the scheduling of the slow learning pupil is that all classes are taught by special education teachers with the exception of classes in special areas such as physical education, home economics, industrial arts, art, and music.

It is suggested that slow learning pupils at the senior high school be scheduled in much the same manner as pupils in regular classes. Experience has shown that favorable results are obtained when the special class homeroom teacher has the same group of pupils for two periods of the school day.

Homerooms should contain pupils of only one grade level whenever possible. When this practice is followed, better use of the homeroom guidance period can be made because of the homogeneity of the problems and issues confronting pupils.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP IV - 16 through 18 Years (cont'd)

GUIDES TO PLANNING THE DAILY SCHEDULE FOR SENIOR HIGH SCHOOL CLASSES (continued)

Below, daily class schedules demonstrate how special education senior high school programs involving two or more classes might operate:

A Two-Teacher Program

	Teacher A	Teacher B
Homeroom	11th grade	12th grade
1st period	11th social studies	12th social studies
2nd period	12th English	11th English
3rd period	11th health	12th science
4th period	12th occup. ed.	11th occup. ed.
5th period	Teacher unassigned (students participate in special areas) *	
6th period	11th mathematics	12th mathematics

A Three-Teacher Program

	Teacher A	Teacher B	Teacher C
Homeroom	10th grade	11th grade	12th grade
1st period	10th soc. studies	11th soc. studies	12th soc. studies
2nd period	11th mathematics	12th mathematics	10th mathematics
3rd period	10th health	11th health	12th science
4th period	12th occup. ed.	10th occup. ed.	11th occup. ed.
5th period	Teacher unassigned (students participate in special areas)*		
6th period	10th English	11th English	12th English

* 10th, 11th, and 12th grade pupils are programmed into special areas. Teachers of slow learning classes are unassigned during these periods. These periods are used for keeping records, preparing materials, counseling pupils, or such school assignments as study hall and student council.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP IV - 16 through 18 Years (cont'd)

GUIDES TO PLANNING THE DAILY SCHEDULE FOR SENIOR HIGH SCHOOL CLASSES (continued)

Two and one half period classes are based upon A and B week schedules. They meet on alternate days for a total of five periods every two weeks. Special areas including home economics, gym, shops, music, and arts and crafts are often scheduled on the two and one half period a week plan.

TYPICAL WEEKLY SCHEDULE

GROUP IV - 16 through 18 Years

Period	Time	Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Home-room	8:25 to 8:35	All Grades	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	8:38 to 9:33	10	Soc.Stds.	Soc.Stds.	Soc.Stds.	Soc.Stds.	Soc.Stds.
		11	Am. Hist.	Am. Hist.	Am. Hist.	Am. Hist.	Am.Hist.
		12	Am.Probs.	Am.Probs.	Am.Probs.	Am.Probs.	Am.Probs.
2	9:36 to 10:31	10	Occupational Ed.	Occupational Ed.	Occupational Ed.	Occupational Ed.	Occupational Ed.
		11					
		12					
3	10:34 to 11:28	10	Gym(A)Wk	Spl.Subj. Area	Gym	Spl.Subj. Area	Gym
		11	Spl.Subj. **Area (B) Week	Gym	Spl.Subj. Area	Gym	Spl.Subj. Area
		12					
4	11:31 1:00*	10	Math.	Math.	Math.	Math.	Math.
		11					
		12					
5	1:03 to 2:00	10	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
		11					
		12					
6	2:03 to 3:00	10	He. and Dr. Ed.	He. and Dr. Ed.	He. and Dr. Ed.	He. and Dr. Ed.	He. and Dr. Ed.
		11	He. and Dr. Trg.	He. and Dr. Trg.	He. and Dr. Trg.	He. and Dr. Trg.	He. and Dr. Trg.
		12	Science	Science	Science	Science	Science

*This time block includes a 30-minute period for lunch.

**Arts and Crafts, Home Economics, Industrial Arts, or Music may be scheduled during this period.

Pupils who are enrolled in the occupational training program will receive credit for class periods missed while on work assignments.

TYPICAL WEEKLY SCHEDULE

GROUP IV - 16 through 18 Years

The homeroom period should be used to check attendance, make announcements, check co-op work assignments and attend to administrative details.

This period should be devoted to the development of those understandings and attitudes necessary for assuming adult roles in family and community living. In addition, attention should be given to developing basic understanding of governmental processes, the responsibilities of citizenship, and an appreciation of our cultural heritage.*

This period is used to teach habits, attitudes, and skills associated with holding a job. At the tenth grade level, elementary job skills should be taught. At the eleventh and twelfth grades pupils should be taught how to apply for a job, fill in application blanks, develop the job interview techniques, and solve on the job problems. How to find and keep suitable postschool employment should be emphasized in the twelfth grade.

This period will be reserved for physical education and for the pupils' participation in a special subject area, such as arts and crafts, home economics, industrial arts, or music.

This period will be used to teach developmental mathematical concepts. The mathematics program should be based upon practical problems.

This period should be devoted to improving the pupils' skills in oral expression, reading, and writing. Filling in application blanks, making oral reports, reading teacher prepared materials, writing letters, and using the newspaper are kinds of activities that should be pursued.

Part of this period should be used to teach driver education at the tenth grade level and to provide time for pupils who are enrolled in driver training at the eleventh grade level. Mental health, physical health, safety, problems of dating, and marriage and family life should be part of the health program. The science program should attempt to improve the pupil's understanding of his physical environment.

*Homeroom guidance periods are held in some high schools. During this period, problems involving human relations, school adjustment, and general social problems should be discussed.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP IV - 16 through 18 Years (cont'd)

The following is a summary of the highlights of a typical day for a twelfth grade slow learning class. This class receives instruction from several teachers during the course of the day. The class will spend the first, third, and sixth periods with their homeroom teacher. These periods will be devoted to social studies, health, and language arts. The second period is devoted to occupational education. The class will receive instruction in mathematics during the fifth period.

8:20 The pupils come into the school building, hang their coats in their lockers and collect books for morning classes. At 8:20 a warning bell rings to indicate that pupils must go to their homerooms.

HOMEROOM

8:25-8:35 This period is used for checking attendance and absences and tardy excuses. The teacher reads the school bulletin to the class. Items of importance and changes of school schedules are noted and discussed.

The student council representative announces that the student council is considering a new system for appointing hall monitors. The teacher suggests that the representative make a complete report about this matter in the next homeroom guidance period. The bell rings, signifying the end of the homeroom period.

FIRST PERIOD

AMERICAN HISTORY

8:38-9:33 The class does not leave the room during the homeroom and first period. The pupils spend the passing time talking quietly to one another until the first period bell rings. This period is devoted to American Problems. The class has been concerned with the topic. "How Our Government Operates." During the last class session the teacher made an assignment requesting that each pupil talk to his parents about the question,"Why are taxes necessary?" The teacher writes this question on the blackboard, and discussion begins with the information the pupils have gathered. The discussion for a short period centers on a definition of taxes. The definition that the class formulates is: Taxes are monies the Government collects from its citizens in many ways and from many sources. The teacher writes this definition on the blackboard.

Discussion then takes place about different kinds of taxes. Pupils identify the following kinds of taxes: sales, entertainment, income, property, and hidden. A lively discussion takes place about how these taxes are collected. The teacher then writes the following question on the blackboard: "How are taxes used by the Government?" Here the discussion centers around the central idea that taxes are used to provide services for its citizens. The pupils copy the

GROUP IV - 16 through 18 Years (cont'd)

FIRST PERIOD (continued)

material from the blackboard into their American Problems notebooks.

For the next period, the teacher asks each pupil to find out how much the tax is for the following:

1. A fifteen dollar purchase of clothing.
2. A ninety cent movie ticket.
3. Three gallons of gasoline.
4. A package of cigarettes.
5. A five dollar piece of jewelry.

The class discusses where they can obtain the above information. The teacher tells the pupils that in the next class period they will list as many taxable items as they can think of.

The following day the class will review a movie which illustrates how the government spends taxes to provide services for its citizens. On Friday each pupil will receive teacher prepared, duplicated material written at a third grade level. This material will summarize, in story form, the major points already covered, thus enabling each pupil to reinforce his understanding of the unit. The class bell rings, ending the period.

9:33-9:36 The pupils leave the room and pass to the second period class.

SECOND PERIOD

OCCUPATIONAL EDUCATION

9:36-10:31

This period is devoted to occupational education. The class has been working on the topic "Being a successful worker." The class has identified and discussed many of the qualities of a successful worker. To begin the discussion, the teacher presents several reports of behavior in actual situations which have contributed to the success of some workers in the work program. These reports are used to motivate thinking and discussion about what the pupil in question did to insure his success as a worker.

Teacher prepared material is distributed. This material consists of one paragraph stories written at a level no higher than fourth grade reading ability, describing work problem situations. The stories are read aloud. Each pupil is asked to make suggestions for solutions to these problems. Solutions will be discussed in the next class period. The pupils begin to work on their assignments. The bell rings ending the period.

10:31-10:34 Boys and girls pass to their respective classes. Six pupils leave for co-op work assignments. They will not return to school for the remainder of the day.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP IV - 16 through 18 Years (cont'd)

THIRD PERIOD

GYM

10:34-11:28

The boys and girls go to the physical education classes.

FOURTH PERIOD

MATHEMATICS

11:31-1:00

This period is broken by a half hour lunch period. The class has been working on time and rate problems as they relate to earnings. The pupils are interested in the unit because the majority of them are involved in wage earning in the co-op work program. The period begins with the teacher's writing three review problems on the board. The following is an example of one of the problems:

> John works in the school cafeteria each school day from 11:30 a.m. to 1:30 p.m. His rate of pay is seventy cents an hour. How much will he earn in one week?

As the pupils finish the problem, they put their pencils on their desks to indicate that they have the answer. After a short time the teacher asks for the answers to the problem. One of the pupils with the correct answer is asked to put the solution on the blackboard. He explains his solution to the class. This process is repeated for the remaining two review problems. Duplicated material on time-rate problems is then distributed. While the group works on this assignment, the teacher moves around the room giving help and additional explanations where needed. At 12:30 the class is dismissed to go to lunch in the cafeteria.

FIFTH PERIOD

LANGUAGE ARTS

1:03-2:00

For the past several days the class has been discussing the importance of effective speaking. Today's period begins with a discussion about things to remember when one speaks before a group. The teacher lists the class suggestions for effective speaking. The list includes:

1. Stand straight.
2. Look at your audience.
3. Speak slowly and clearly.
4. Know your subject.
5. Keep your speech short and to the point.

The pupils are instructed to write this list in their Language Arts notebooks. The teacher then points out that during their lives they may need to talk before groups of people. Pupils are asked to indicate some of the groups to which they might speak as adults. Pupils suggest that they might be called upon to speak in church, at union meetings, in P.T.A. meetings, or in social clubs.

ORGANIZING THE DAILY CLASSROOM PROGRAM

GROUP IV - 16 through 18 Years (cont'd)

FIFTH PERIOD

LANGUAGE ARTS

1:03-2:00 (continued)

The teacher points out that in order to do a good job of speaking, one needs practice and experience, therefore, each pupil will be required to plan and give a talk to the class on one of the following topics:

1. A report about an imaginary or real meeting attended as class representative.
2. A three minute talk about a coming school activity.
3. A talk describing a school problem and its solution.

During the remainder of the period the pupils begin planning their talks. The teacher moves about the room giving individual help.

2:00-2:03 The pupils pass to their sixth period class.

SIXTH PERIOD

SCIENCE

The class has been working on the unit "Conservation of Food." Today's lesson is devoted to talking about the importance of refrigeration.

2:03-3:00 Illustrated pamphlets on refrigeration of food received from the U. S. Department of Agriculture are distributed to the pupils. Many of the pupils cannot read the pamphlets effectively because of the difficult vocabulary. The teacher reads one of the pamphlets to the class. The pupils summarize the contents of each paragraph in their own words. These summaries are written on the blackboard.

The teacher then introduces the idea that the pupils will make their own pamphlets about the refrigeration of food. This is accomplished by cutting the illustrations from the pamphlets and pasting them on folded pieces of paper. Parts of the group composition on the blackboard are then copied under the appropriate pictures. The pupils now have a pamphlet on refrigeration of food which they can read and use for further discussion. In the remaining minutes of the period, the teacher explains that beginning with the next science period the class will concentrate on the canning of food. The bell rings ending the school day. The pupils are dismissed.